AGENDAS/MINUTES OF THE OPERATIONS MANAGEMENT COMMITTEE OF THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

AGENDA
OPERATIONS MANAGEMENT COMMITTEE
1992 09 08

Confirmation of the minutes of the 1992 06 09 meeting and special meetings of 1992 05 26, 1992 06 03, 1992 06 04 and 1992 06 29.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Response from the Officials to the Request from City of Hamilton re Gourley Park Development/James MacDonald School (tennis courts) - **Pages 1 and 2**

2. Response from the Officials to the Presentation by the Mother Goose Co-operative Pre-school Inc.

3. Update - Articulation Agreement with Mohawk College - **Pages 3 and 4**

NEW BUSINESS:

1. Interim Financial Status Report - **Pages 5 to 11**

2. Education Finance Reform

3. 1993-1995 Budget Strategy - **Pages 12 to 15**

4. Jobs Ontario Capital - **Page 16**

5. Update of Major Construction and Renovation Projects

6. Education Centre Parking - requested by Trustee Cunningham

7. Correspondence from the Regional Municipality of Hamilton-Wentworth re Discontinuation of Screening for Pediculosis (Head Lice) and Reduction of Dental Health Programs - **Pages 17 to 20**

8. Resolution from the City of Toronto re "Long Term Funding for School Food Program" - referred by Board 1992 06 18 - **Pages 21 to 32**

9. Report of the Special Education Advisory Committee - **Page 33**

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Middle School Review **(please refer to package in the June Agenda)**

NEW BUSINESS:

1. Recommendations of the Director of Education - **Pages 34 and 35**

1992 09 08

To the Chairman and Members,
Operations Management Committee,
Board of Education,
Hamilton, Ontario.

Ladies & Gentlemen:

Re: James MacDonald School,
City of Hamilton request re construction of Tennis Courts

Subsequent to the Board's direction of June 18, 1992, the City of Hamilton has provided the attached sketch of the proposed tennis court installation on the above school site. You will note that the proposal also indicates a play structure and shelter area to be constructed at the West end of the Board's property.

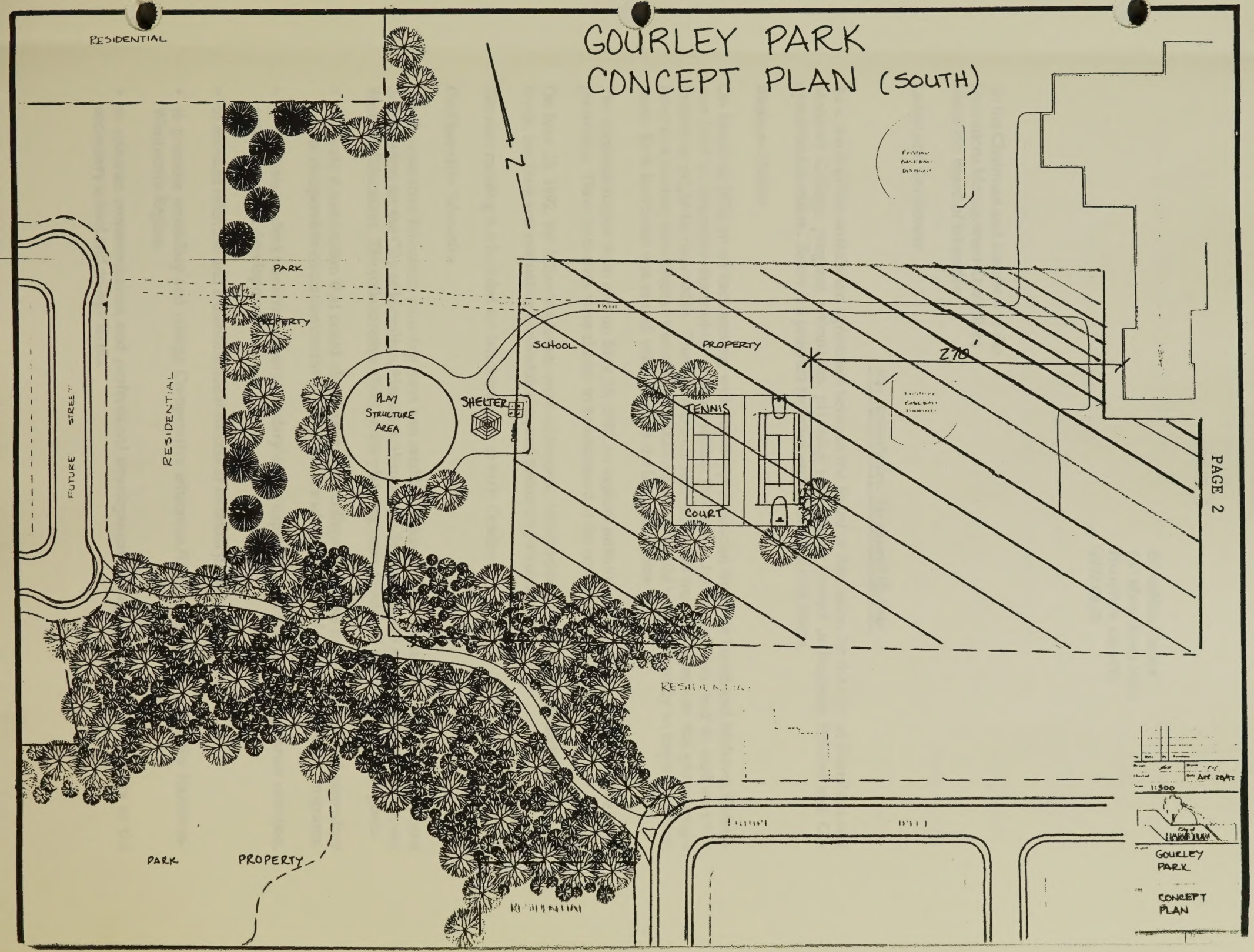
The concept plan and site have been examined and inspected by the Principal, D. Scarrow, the School Superintendent N. Nicholls and the Superintendent of Plant. Their review indicates that there may be a conflict with the proposed tennis court location and the future school which is to be built on the site in 1995. Although we have not prepared a legal survey of the property or commenced preliminary design work for the new school at this time, it is probable that the area shown for the tennis courts will be required for the new school and/or the parking lot and yard space. This area is shown cross-hatched on the sketch plan.

It is suggested, therefore, that the City of Hamilton's request to construct the tennis courts at this time, at the location shown, be denied and that further consideration for recreational facilities at this site be deferred until the Board of Education has determined the scope and location of the new school to be constructed.

Prepared and submitted by R. T. Orlando,
Superintendent of Plant.

Approved by: K. A. Rielly,
Director of Education & Secretary.

GOURLEY PARK
CONCEPT PLAN (SOUTH)



Education Centre
100 Main Street West
Hamilton, Ontario
1992 09 08

To the Chairman and Members of the
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Articulation Agreement Update

As a result of the articulation agreement between the Board of Education for the City of Hamilton and Mohawk College, program articulation planning teams were formed in Business Studies and Co-operative Education. Below is a progress report of each of the planning teams.

Business Studies

On March 6, 1992, an ad hoc meeting, with equal representation from the Board and Mohawk College was held to determine the mutual support within this group for articulation, and to explore what initiatives might be reasonable. The recommendations from this meeting were that this group might serve as a steering committee to monitor the initiatives which would be developed by an implementation team. Each institution was to seek volunteers for the implementation team.

The implementation team met on May 19, 1992, to explore initiatives and to rank those felt to be most promising. Three initiatives were chosen to be addressed at the next meeting.

On June 23, 1992, the following issues were addressed: identification of critical skills and performance levels, teaching and evaluating methodologies, and promoting awareness.

The next meeting is scheduled for late September or early October.

Co-Operative Education

The Co-operative Education planning team was established jointly with Mohawk College and the Board of Education for the City of Hamilton, Hamilton-Wentworth Separate Board and the Wentworth County Board of Education. The collaborative effort of this planning team developed the following major goals:

- to create a mechanism that could allow designated college programs to consider related secondary school co-operative education credits as a factor in the admission of students to such college programs.
- to facilitate student transition from secondary career exploration to post-secondary career selection, preparation and development.
- to increase retention and enhance student success at secondary and college levels.
- to promote secondary and college Co-operative education/Work Experience within the Hamilton-Wentworth Region.
- to enhance communication and professional development among Co-operative educators at the secondary school and college levels.

This document is complete and ready to be approved by the Hamilton Board's Steering Committee.

Recommendation

That the Articulation Agreement Update be received for information.

Prepared by: A. Scherer
Business/Co-operative Education Co-ordinator

Submitted by: E. G. Bond
Superintendent of Program

Approved by: K. A. Rielly
Director and Secretary of the Board

Education Centre
100 Main Street West
Hamilton, Ontario

1992 09 08

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: **INTERIM FINANCIAL STATUS REPORT**
Modified Cash Basis
Seven Month Period Ended July 31, 1992

I am pleased to present the Interim Financial Status Report of The Board of Education for the City of Hamilton. It has been prepared on a modified cash basis. That is, current year expenditures and revenues are generally shown as they are paid or received. Commitments are included in expenditures.

This report, which is not a substitute for the financial forecast, compares the spending patterns for the first seven months of 1992 to the comparable period in 1991.

Our assessment is as follows:

(a) Total expenditures are approximately at the same percentage of the total budget for both years;

(b) Total revenue are at 57.6% of the current budget versus 59.8% of the previous year, explained principally by lower levy receipts in the first part of the year.

This report will be updated in November (based on September), with our year end position reported in early March 1993.

RECOMMENDATION:

THAT the Interim Financial Status Report be received for information.

Prepared by: Irene Polidori, Manager, Financial Services
Submitted by: Paul E. Shewfelt, Superintendent of Finance and Treasurer
Approved by: Keith A. Rielly, Director of Education and Secretary

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
FOR THE SEVEN MONTHS ENDED JULY 31, 1992 & 1991

	1992			1991			Note
	Budget	July 31	%	Budget	July 31	%	
EXPENDITURES (000'S):							
Salaries & Wages, Employee Benefits	229,615	133,739	58.2	212,576	123,441	58.1	
Travel, Personnel Training, Bursaries	887	403	45.4	1,303	530	40.7	
Books & Supplies	12,922	6,802	52.6	15,984	8,625	54.0	
Energy Costs	5,212	3,107	59.6	4,838	2,700	55.8	
Replace/New Equipment	1,797	453	25.2	3,702	2,355	63.6	
Debt Charges	2,333	1,734	74.3	1,490	316	21.2	1
Capital from Current, Repairs, & Permanent Improvements	7,671	6,335	82.6	9,144	7,541	82.5	
Rentals, Fees & Contractual Services	9,255	5,230	56.5	9,312	4,833	51.9	
Tuition Fees	3,998	2,273	56.9	3,383	2,084	61.6	
Charge Back of Taxes	2,350	1,371	58.3	1,622	946	58.3	
Provision for Reserves & Other	1,352	897	66.3	2,526	3,206	126.9	2
TOTAL EXPENDITURES	277,392	162,344	58.5	265,880	156,577	58.9	
REVENUES (000'S):							
Levy for Mill Rate	159,289	90,809	57.0	153,982	91,706	59.6	
Supp. Taxes, T.&T., P.I.L., Surplus, Transfers	13,703	8,331	60.8	10,972	5,455	49.7	
Provincial Grants	83,625	49,874	59.6	81,716	48,727	59.6	
Other Provincial Revenue	1,029	728	70.7	935	812	86.8	
Tuition Fees	16,106	9,057	56.2	15,228	9,521	62.5	
Other Revenue	3,640	1,769	48.6	3,047	2,722	89.3	2
TOTAL REVENUES	277,392	160,568	57.9	265,880	158,943	59.8	

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
NOTES TO THE INTERIM FINANCIAL STATUS REPORT
FOR THE SEVEN MONTH PERIOD ENDED JULY 31, 1992

EXPENDITURES AND REVENUES

Note 1 Debt Charges

In 1992, debt charges include the first annual payment on the debentures received in June 1991.

Note 2 Provision for Reserves and Other/ Other Revenue

(a) In 1992, there were no transfers to capital reserves as a result of site sales, whereas in 1991 there were two unbudgeted site sales totalling $ 1,275,000, (Union and Princess Elizabeth schools), income from which is "Other Revenue" .

(b) The 1992 provision for the Dofasco Assessment Appeal reserve is approximately $ 630,000 less than the previous year which consisted of a provision covering two years.

(c) In 1992 a provision to the capital reserve was not made, whereas in the previous year the budget provided for a transfer of $ 250,000 from the revenue fund to the capital reserve.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT
FOR THE YEARS ENDED DECEMBER 31, 1987 TO 1991

	Actual				
	1987	1988	1989	1990	1991
EXPENDITURES (000's):					
Salaries & Wages, Employee Benefits	145,642	159,074	175,347	196,095	211,210
Travel, Personnel Training, Bursaries/Student Aid	673	881	1,090	1,060	967
Books & Supplies	11,875	14,721	15,450	15,118	15,149
Energy Costs	4,265	4,271	4,422	4,442	4,810
Replacement & New Equipment	2,345	3,570	3,605	2,955	3,634
Debt Charges	2,295	1,568	1,163	1,253	936
Capital from Current, Repairs, & Permanent Improvements	4,142	5,140	10,699	14,700	11,228
Rentals, Fees & Contractual Services	4,880	5,916	7,251	8,161	8,990
Tuition Fees	1,574	1,810	2,436	2,842	3,803
Charge Back of Taxes	1,244	1,494	1,279	1,956	1,622
Provision for Reserves & Other	3,175	5,465	3,913	3,087	3,838
TOTAL EXPENDITURES	182,110	203,910	226,655	251,669	266,187
REVENUES (000's):					
Levy for Mill Rate	105,747	115,543	128,453	152,382	153,988
Refund of Taxes	0	545	0	0	0
Suppl. Taxes, T. & T., P.I.L., Surplus (Deficit), Transfers	7,978	9,018	10,980	6,272	12,348
Provincial Grants	59,024	64,553	67,205	76,446	83,437
Other Provincial Revenue	352	328	741	915	1,027
Tuition Fees	6,316	10,516	13,242	14,772	15,867
Other Revenue	4,656	5,187	4,668	3,997	4,987
TOTAL OPERATING REVENUE	184,073	205,690	225,289	254,784	271,654

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
FOR THE SEVEN MONTHS ENDED 1992 07 31
CAPITAL RESERVES, RETIREMENT GRATUITY RESERVES & DOFASCO ASSESSMENT APPEAL RESERVES

CAPITAL RESERVES (000'S)

	Budget 1992	Actual 1992 07 31	Actual 1991 07 31
Opening Balance	$2,830	$2,830	$3,677
Revenues			
Transfer from Revenue - Operating Fund	-	-	250
Grants	-	-	-
Site Sales	-	-	1,275
Interest Earned	154	108	253
Property Rentals	148	-	-
	3,132	2,938	5,455
Expenditures			
Capital Projects	1,808	1,922	2,757
Transfer to Revenue - Operating Fund	250	250	-
Closing Balance	$1,074	$766	$2,698

RETIREMENT GRATUITY RESERVES (000'S)

	Budget 1992	Actual 1992 07 31	Actual 1991 07 31
Opening Balance	$7,483	$7,483	$6,730
Revenues			
Transfer from Revenue - Operating Fund	1,483	1,483	1,445
Interest Earned	492	283	385
	9,458	9,249	8,560
Expenditures			
Gratuities Paid	2,020	1,936	1,283
Closing Balance	$7,438	$7,313	$7,277

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
FOR THE SEVEN MONTHS ENDED 1992 07 31
CAPITAL RESERVES, RETIREMENT GRATUITY RESERVES & DOFASCO ASSESSMENT APPEAL RESERVES

DOFASCO ASSESSMENT APPEAL RESERVE (000'S)

	Budget 1992	Actual 1992 07 31	Actual 1991 07 31
Opening Balance	$2,872	$2,872	$ -
Revenues			
Transfer from Revenue - Operating Fund	535	535	-
Interest Earned	215	113	-
	3,622	3,520	$ -
Expenditures			
Closing Balance	$3,622	$3,520	$ -

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
FOR THE SEVEN MONTHS ENDED 1992 07 31
SUMMARY OF SHORT TERM INVESTMENTS (000'S)

	1992	1991
SHORT TERM INVESTMENTS AS AT JULY 31:		
REVENUE - OPERATING FUND	$6,655	$19,135
CAPITAL RESERVES	2,444	4,715
CAPITAL FUNDS	1,546	-
RETIREMENT GRATUITY RESERVES	7,310	7,230
DOFASCO ASSESSMENT APPEAL RESERVES	3,520	-
TOTAL PORTFOLIO	$21,475	$31,080
INTEREST EARNINGS:		
REVENUE - OPERATING FUND	$133	$223
CAPITAL RESERVES AND CAPITAL FUNDS	108	253
RETIREMENT GRATUITY RESERVES	283	385
DOFASCO ASSESSMENT APPEAL RESERVES	113	-
TOTAL PORTFOLIO INTEREST EARNED FOR SEVEN MONTHS	$637	$861
INTERNAL BORROWING SUMMARY:		
TOTAL INTERNAL BORROWINGS	$48,151	$24,140
TOTAL INTERNAL REPAYMENTS	48,151	24,140
BALANCE @ JULY 31	$0	$0
INTEREST EXPENSE FOR SEVEN MONTHS:		
REVENUE - OPERATING FUND	$79	$63

Education Centre
100 Main Street West
Hamilton, Ontario
1992 09 08

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: 1993 - 1995 Budget Strategy

A **three year** projection of expenditures and revenues is attached for your consideration. The projections are based on the actions taken in the current year and assumptions outlined in this report. To complement our current planning process, a three year time frame enables us to have a more significant impact on the direction of the organization. Our objective continues to be the provision of quality programs in a cost effective manner.

This year has been very difficult. Reductions of $20 million plus have affected all superintendents: downsizing, negotiations, classroom and capital. These actions have caused us to review and alter the way we do business.

Since financial restraints are forecasted for the 1993 to 1995 period, it is imperative that the consultative/ collaborative process with Trustees and Staff continues. Specifically, it's our intention to review and act on the impact statements and staff suggestions from last year. Although our focus for this year will remain with schools and the classrooms, we must also place emphasis on our capital needs and Integrated Information Systems.

This Three Year Budget Strategy has not been assembled on a detailed basis that would normally be part of the annual budget. At this time it is difficult to assess the margin of error that may be associated with this projection because of the number of unknowns in expenditures and revenues.

Recommendation:

That the Expenditure Budget for 1993 reflect a 3% increase over 1992 expenditures and that the report be referred back to the Officials for further consideration.

Prepared by and Submitted by: Senior Management

Approved by: K. A. Rielly, Director of Education and Secretary

The Board of Education for the City of Hamilton
Three Year Budget Strategy - Assumptions

Assumptions made in the preparation of the Three Year Budget Strategy are as follows:

- projected staffing adjustments, enrolment changes and salary adjustments including increments, pay equity and roll-over effects
- recommendations per 1992 Capital Expenditure Forecast for projected debenture issues
- recommendations per 1992 Accommodation Report for capital expenditures relating to Repairs, Buildings & Grounds and Capital from Current
- current policies in place for transportation and insurance coverage
- anticipated increase in energy rates and usage
- reduction in the assessment base due to minimal growth anticipated in the residential/commercial base and loss in commercial assessment due to pooling
- transfer payments to School Boards of 2% per announcement from the Treasurer of Ontario plus projected increase due to anticipated reduction in the assessment base
- historical average annual increase for Charge Back of Taxes, Supplementary Taxes, Telephone & Telegraph and Payments in Lieu
- estimates for Year 2 of the 5 year plan presented at December 1991 O.M.C. for the Integrated Information Systems project
- inflationary increases for all other consumables, rentals, fees and capital expenditures

The Board of Education for the City of Hamilton
Three Year Budget Strategy - Expenditures

	1992 Approved Budget	% Change over Prior Yr.	1993 Estimates	% Change over Prior Yr.	1994 Proforma	% Change over Prior Yr.	1995 Proforma	% Change over Prior Yr.
Remuneration								
Salaries & Wages	$ 207,670,591	7.2%	213,953,000	3.0%	217,202,000	1.5%	224,376,000	3.3%
Employee Benefits	21,979,092	16.3%	23,820,000	8.4%	25,044,000	5.1%	26,487,000	5.8%
	229,649,683	8.0%	237,773,000	3.5%	242,246,000	1.9%	250,863,000	3.6%
Fixed (not available for short term reduction)								
Energy	5,212,110		5,463,000		5,769,000		6,101,000	
Debt Charges	2,333,088		2,488,000		3,121,200		4,051,600	
Rentals - Comp. Mainframe	1,697,112		1,748,000		1,800,400		1,854,400	
Fees & Contractuals								
- Transportation	5,721,769		5,392,500		5,265,900		5,136,100	
- Insurance	359,958		389,900		411,700		428,900	
Tuition Fees	3,997,893		4,199,500		4,337,100		4,399,400	
Charge Back of Taxes	2,349,529		2,770,100		3,136,300		3,609,900	
	21,671,459	14.1%	22,451,000	3.6%	23,841,600	6.2%	25,581,300	7.3%
Variable								
Consumables								
Travel	322,319							
Bursaries & Student Aid	117,775							
Personnel Training	459,010							
Books, Films & Software	2,014,977							
Supplies & Services	10,911,895							
Other Expense	670,557							
	14,496,533	(20.3%)	14,915,700	2.9%				
Contractuals								
Rentals - Other	935,397							
Fees & Contr. - Other	710,535							
	1,645,932	0.2%	3,032,300	84.2%				
Capital								
Repairs Bldgs & Grnds	4,072,328							
New & Repl. Equipment	1,420,825							
Capital from Current	2,864,000							
Perm. Improvements	888,581							
	9,245,734	(28.0%)	11,355,000	22.8%				
Other								
Working Capital	0							
Transfer to Reserves	682,900							
	682,900	(48.5%)	697,000	2.0%				
	26,071,099	(24.0%)	30,000,000	15.1%	30,000,000	0.0%	30,100,000	0.3%
Total Expenditures	$ 277,392,241	4.3%	290,224,000	4.6%	296,087,600	2.0%	306,544,300	3.5%

92 09 08

The Board of Education for the City of Hamilton
Three Year Budget Strategy - Revenues

	1992 Approved Budget	% Change over Prior Yr.	1993 Estimates	% Change over Prior Yr.	1994 Proforma	% Change over Prior Yr.	1995 Proforma	% Chan ove Prior
Fixed								
General Legislative Grants	$ 83,624,654		86,900,000	3.9%	88,638,000		90,411,000	
Supp Taxes, T&T,PIL	8,235,793		7,730,000	(6.1%)	7,884,600		8,042,300	
Tuition Fees	16,106,305		15,629,400	(3.0%)	15,516,400		15,146,400	
	107,966,752	3.0%	110,259,400	2.1%	112,039,000	1.6%	113,599,700	1.4
Variable								
Surplus/(Deficit)	5,467,111		0		0		0	
Other Provincial Revenues	1,029,409		978,700		1,016,200		1,055,900	
Recoverable Transportation	60,000		68,000		70,000		72,000	
Rental Revenue	730,064		610,000		576,000		545,000	
Capital Recoveries	57,000		57,000		58,700		61,100	
Other Revenue	2,793,010		2,326,100		2,335,600		2,413,800	
	10,136,594	42.8%	4,039,800	(60.1%)	4,056,500	0.4%	4,147,800	2.3
Levy for Mill Rate	159,288,895	3.4%	175,924,800	10.4%	179,992,100	2.3%	188,796,800	4.9
	169,425,489	5.2%	179,964,600	6.2%	184,048,600	2.3%	192,944,600	4.8
Total Revenues	$ 277,392,241	4.3%	290,224,000	4.6%	296,087,600	2.0%	306,544,300	3.5
Realty Taxes	$ 930.59	4.69%	$ 1045.78	12.38%	$ 1081.69	3.43%	$ 1147.10	6.05

Education Centre
100 Main Street W.
Hamilton, Ontario

1992 09 08

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education

RE: JOBS ONTARIO CAPITAL

Ladies and Gentlemen:

In early July 1992, the Ministry of Education announced a program called: Jobs Ontario Capital which provides for funds to support renovations and alterations.

The Board of Education for the City of Hamilton has received approval for (a) boilers for $270,000 and (b) roofing for $950,000. These two 1993 projects were included as part of our 1992 Capital Expenditure Forecast. Funding will be provided in 1993 at our rate of grant.

Further details on other projects should be available in the next few months.

RECOMMENDATION:

THAT this report be received for information.

Prepared by: Greg Rutledge, Controller

Submitted by: Paul Shewfelt, Superintendent of Finance & Treasurer

Approved by: Keith A. Rielly, Director of Education and Secretary

Education Centre
100 Main Street West
Hamilton, Ontario L8N 3L1

1992.09.08

The Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Pediculosis Screening

BACKGROUND

Ms. Margaret Cunningham, Chairman of our Board, recently received correspondence from Regional Chairman, Mr. Reg Whynott, around this issue (copy attached).

Pediculosis (head lice) is a health nuisance that can infect the pupils of any school in the system at any time. In the past, the Public Health Department purchased service from the Upjohn/Olston Company to cope with this nuisance. This service, along with a new treatment liquid called NIX that is more readily available and is not a known carcinogenic as was previous medication, has lowered treatment costs and increased positive results (see attached graphs). Unfortunately, from time to time, the incidence of "head lice" can evoke an emotional public outcry. However, public education about pediculosis has reduced such incidents as well.

SITUATION

In March 1992, the Region cut this service from their budget. On the continuum of health services, it was not deemed to be as essential as other services. THIS CUT CAME INTO EFFECT AS OF THE END OF JUNE 1992.

Bob Coulter, Superintendent of Elementary Schools with the Wentworth County Board, and
Vinci Travale, Associate Director of the HWRCSSB, stated that both Boards would be covering these costs as the program has been very successful and not to do the same could cause a regression.

The Public Health Department is prepared to coordinate both intake procedures and billing for the three boards. The Upjohn/Olston Company would submit their bill to the Regional Health Department. The Region would determine each Board's cost and then notify each Board. The Boards would reimburse the Region.

COST IMPLICATIONS

The projected cost for the Hamilton Board for 1992 (September to December) is approximately $4,000 and can be provided through existing resources. During this period (September to December) we will evaluate the situation for future budget consideration.

RECOMMENDATIONS

> That the Board of Education for the City of Hamilton accept the Public Health Department's offer to coordinate intake and billing procedures.

Prepared by: Bryan Schofield, Coordinator, Adjustment Services

Submitted by: Elizabeth G. Bond, Superintendent of Program

Approved by: Keith A. Rielly, Director & Secretary of the Board

1992 05 06

THE REGIONAL MUNICIPALITY
OF HAMILTON - WENTWORTH

Office of the Chairman

May 4, 1992

Ms. Margaret Cunningham, Chairman
Board of Education for the City of Hamilton
P.O. Box 2558
Hamilton, Ontario
L8N 3L1

Dear Ms. Cunningham:

RE: Discontinuation of Screening for Pediculosis (Head Lice) and Reduction of Dental Health Programs

I am writing to inform you about the budget changes approved by Regional Council on March 24, 1992 which will be effective June 30, 1992. The decision was made because municipal funds are very scarce due to the burden of welfare assistance payments and to reduced transfer payments from the province. We are prepared to collaborate with you to make alternate arrangements to address the issues of head lice and dental health.

Pediculosis

Since 1986 there has been a significant decline in the incidence of head lice in Hamilton-Wentworth. Concurrently there has been considerable reduction in anxious telephone calls to our office from parents and teaching staff about head lice.

We believe that the reduced anxiety reflects two changes. NIX is effective and less unpleasant than previously available treatments. Secondly, staff and parents associated with your students have taken responsibility for detecting it themselves and treating outbreaks immediately. The screening program per se has been a public relations effort to demonstrate concern for a previously sensitive issue. If you are interested in continuing the existing program, our staff would be pleased to work with you and the other two local boards of education to develop a plan.

.../2.

P.O. Box 910, Hamilton, Ontario L8N 3V9
119 King Street West, 15th Floor
Tel: (416) 546-4200 Fax: (416) 546-2340

You will see from the enclosed graphs that the costs associated with the program have declined significantly. The average costs projected for 1992 for each Board is approximately $5,000.00

Unfortunately as of June 30, 1992 the Department of Public Health will not be able to contribute to any further financing for the program. Department staff may be able to coordinate ongoing efforts if the Boards of Education agree to pay for the program. For more information contact Vicki Woodcox, Assistant Director of Nursing at 546-3536.

Dental Programs

There will be reduced dental screening, education and prevention programs for school children. This means that some schools will not have dental screening or education services every year. As you know, we have routinely screened and provided dental health education for selected grades in all schools. Reduced funding requires that we reduce the frequency of screenings, dental health education and dental prevention programs. Department of Public Health staff are currently developing a plan to schedule the screenings as equitably as possible.

The Dental Treatment Program will be continued in the Region of Hamilton-Wentworth. We will continue to employ two full time dentists and two full time dental assistants. We provide comprehensive dental treatment for low income families, not normally covered by the Children in Need of Dental Treatment (CINOT) program.

If you require any more information about dental programs, please contact Dr. John Bakti, Director, Community Dentistry at 546-3564.

Sincerely,

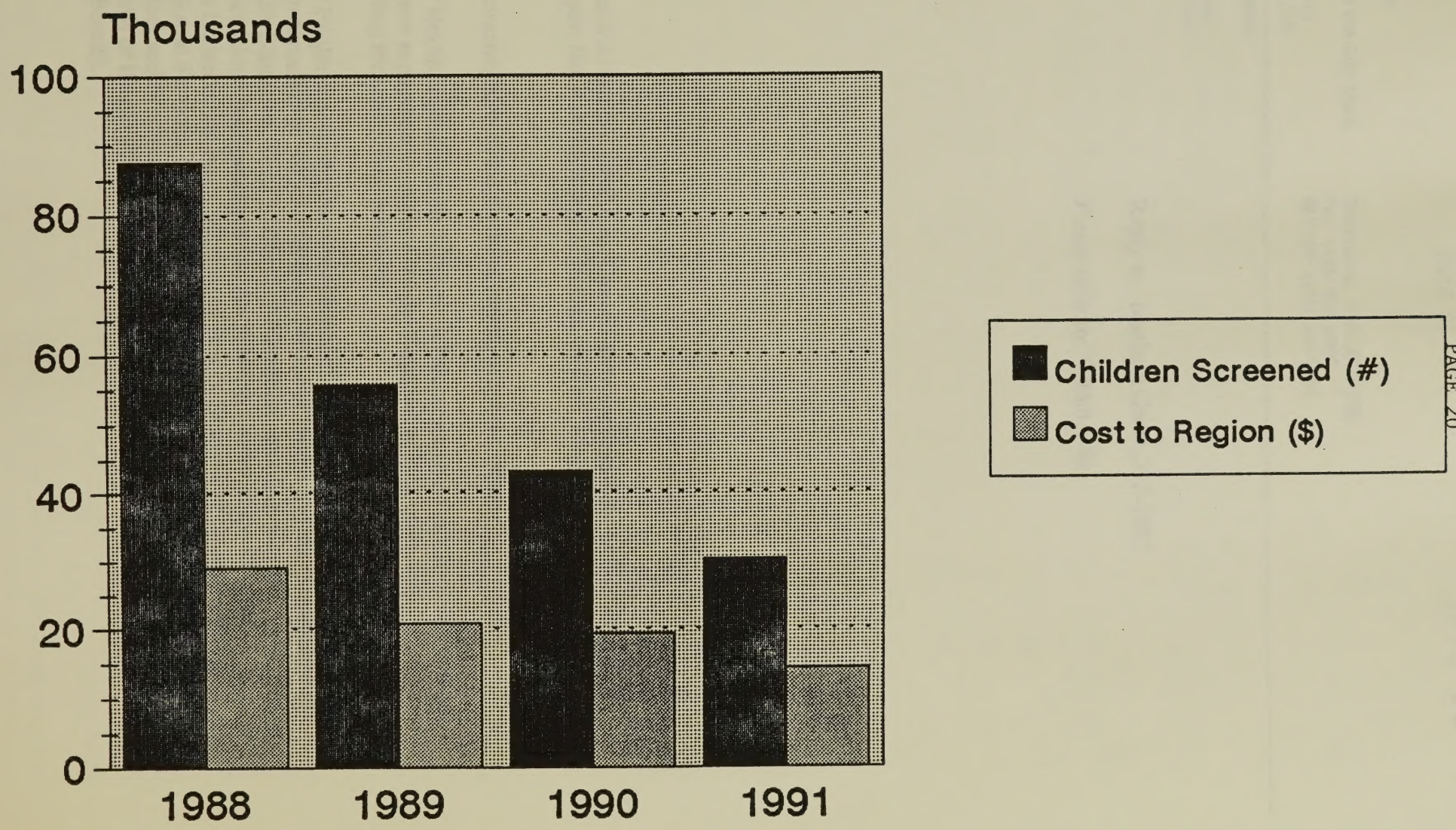
R.J. (Reg) Whynott
Regional Chairman

cc: K. Reilly, Director of Education & Secretary
Betty Bond, Superintendent of Programs
Brian Schofield, Co-Ordinator
F. Scott, Medical Officer of Health

Encl.

HEAD LICE SCREENING

Department of Public Health Services



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City of Toronto

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Barbara G. Caplan
City Clerk
Sydney K. Baxter
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Reply to: Marbeth Greer, 392-7025

Please refer to: 92hlth 4-8g

May 6, 1992

Chairs
Boards of Education
Province of Ontario

Dear Chairperson:

At its meeting held on March 23 and 24, 1992, City Council gave consideration to the attached Clause 8, contained in Report No. 4 of the Board of Health, entitled "Long-Term Funding for School Food Programs".

Council adopted the recommendations of the Board of Health as set out below.

1. That the Board of Health request that the Minister of Education convene a meeting, with all potential government supporters, to explore the development of long-term stable multisectoral funding for school food programs.

2. That the Board of Health request that the Coordinator of the Food Policy Council prepare a communication, in consultation with the Medical Officer of Health and the Coordinator of Physical and Health Education, Toronto Board of Education, detailing the merits and success of the Toronto pilot school food programs for: the Premier, Leader of the Opposition, Leader of the Progressive Conservative Party, Minister of Health, Minister of Education, Minister of Community and Social Services, Minister of Agriculture and Food, Chair of Metro Community Services and Housing Committee, Chairs of the Boards of Education in Ontario, Chairs of the Boards of Health of Ontario, and the Chairs of the Metropolitan and other Separate School Boards.

3. That the Board of Health request those receiving the communication referred to in Recommendation No. 2 to send their comments to the Food Policy Council on the Toronto pilot programs, information they have on school food programs underway in other parts of Ontario, and the methods of funding these programs.

The Board of Health wishes to communicate to you the merits and successes of the Toronto Board of Education school food pilot programs. The Board of Health sees a need for long-term stable multisectoral financial supports for these programs, and requests your assistance in finding innovative ways of financing them on a provincial basis.

Teachers, parents and school administrators in schools and communities across the province are seeing growing evidence of poor concentration and learning difficulties associated with poor nutrition. Some students do not have enough to eat. Others have difficulty choosing healthy foods. In response, school food programs have quickly appeared across the province, usually run with little money and many volunteers. Though limited in scope and difficult to sustain, these programs have helped create more awareness of the positive relationship between good nutrition and learning (see attachment 1 for a discussion of the scientific literature on this topic).

In 1991, the Toronto Board of Education and the Toronto Public Health Department launched a cooperative program to pilot school food programs in selected Toronto schools. Funding has been provided by the Board of Education, the Toronto Health Care Fund (administered by Toronto City Council), local businesses, and parents of participating students. The objective has been to test more formally the positive benefits of these programs, and to identify successful models of operation that can be sustained for the long term. This pilot now involves 15 schools and approximately 3900 students. A formal evaluation of 7 participating schools is being carried out by researchers at the Toronto Board of Education (see attachment 2 for a summary of the methodology).

The results to date are encouraging. Teachers are noticing improvements in attention span and attendance. Social skills are enhanced because the students usually eat together. New opportunities are available to discuss healthy eating and good nutrition. The program organizers in each school are very enthusiastic about the results. The formal evaluation, available at the end of the school year, will provide a more comprehensive picture of what these programs are achieving.

The Toronto Board of Health is committed to finding ways of expanding these programs, and to ensuring their long-term stability. In these difficult economic times, long-term funding can only be provided through multisectoral cooperation. To build on the cross-jurisdictional efforts of the Toronto Board of Education and Public Health Department, we believe that funding and in-kind supports should be provided by all levels of government, from businesses, from community and public sector agencies, and from the participating parents. Our experience to date suggests that parents will be able to provide approximately 50% of the total food costs. Toronto schools have created positive relationships with local businesses and public sector agencies eager to support this initiative. Discussions are underway with large corporations that wish to support these projects across Metro.

It is now time for the different levels of government to gather and determine what our contribution can be. Many one-on-one meetings with different government levels and departments have already

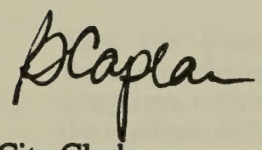
taken place. At most of these meetings, support in principle has been given, but jurisdictional difficulties have been identified. Collaborative arrangements will be required if these difficulties are to be overcome. We have asked the Minister of Education to call, before the end of June, a meeting of the different levels of government in order to find solutions.

If you believe that school food programs are important for your jurisdiction, I am asking that you:

- indicate to the Minister of Education your willingness to meet with other levels of government to discuss the financing of such programs;
- provide us with information on existing school food programs in your jurisdiction;
- provide us with your preliminary thoughts on how such programs could be funded.

Thank you for your interest in this matter. Please let us know if you require further information. As well, the Toronto Board of Education is willing to provide tours of selected schools in the pilot. We look forward to hearing from you.

Yours truly,



City Clerk

/mh
MG
attach.

CITY OF TORONTO DEPARTMENT OF THE CITY CLERK	CLAUSE EMBODIED IN REPORT No. 4 OF THE BOARD OF HEALTH WHICH WAS ADOPTED BY CITY COUNCIL AT ITS REGULAR MEETING HELD ON MARCH 23 AND 24, 1992.

8

LONG-TERM FUNDING FOR SCHOOL FOOD PROGRAMS

The Board of Health recommends:

1. **That the Board of Health request that the Minister of Education convene a meeting, with all potential government supporters, to explore the development of long-term stable multisectoral funding for school food programs.**

2. **That the Board of Health request that the Coordinator of the Food Policy Council prepare a communication, in consultation with the Medical Officer of Health and the Coordinator of Physical and Health Education, Toronto Board of Education, detailing the merits and success of the Toronto pilot school food programs for: the Premier, Leader of the Opposition, Leader of the Progressive Conservative Party, Minister of Health, Minister of Education, Minister of Community and Social Services, Minister of Agriculture and Food, Chair of Metro Community Services and Housing Committee, Chairs of the Boards of Education in Ontario, Chairs of the Boards of Health of Ontario, and the Chairs of the Metropolitan and other Separate School Boards.**

3. **That the Board of Health request those receiving the communication referred to in Recommendation No. 2 to send their comments to the Food Policy Council on the Toronto pilot programs, information they have on school food programs underway in other parts of Ontario, and the methods of funding these programs.**

The Board of Health submits the report (February 25, 1992) from the Co-Chairs, Toronto Food Policy Council:

Origin: Toronto Food Policy Council (FPC), February 25, 1992 (c34hlth92029:541)

Recommendations:

1. That the Board of Health request that the Minister of Education convene a meeting, with all potential government supporters, to explore the development of long-term stable multisectoral funding for school food programs.

2. That the Board of Health request that the Coordinator of the Food Policy Council prepare a communication, in consultation with the Medical Officer of Health and the Coordinator of Physical and Health Education, Toronto Board of Education, detailing the merits and success of the Toronto pilot school food programs for: the Premier, Leader of the Opposition, Leader of the Progressive Conservative Party, Minister of Health, Minister of Education, Minister of Community and Social Services, Minister of Agriculture and Food, Chair of Metro Community Services and Housing Committee, Chairs of the Boards of Education in Ontario, Chairs of the Boards of Health of Ontario, and the Chairs of the Metropolitan and other Separate School Boards.

3. That the Board of Health request of those receiving the communication referred to in recommendation #2 that they send to the Food Policy Council: their comments on the Toronto pilot programs; information they have on school food programs underway in other parts of Ontario; and the methods of funding these programs.

Background: The Board of Health is presently supporting a 15-school pilot program (see Appendix 1), with funds from the Toronto Health Care Fund, the Toronto Board of Education, businesses, and parents of participating children. The program is coordinated by the Toronto Public Health Department and the Toronto Board of Education. Pilots are scheduled to end in June, 1993. The Board of Health has expressed interest in finding long-term stable funding for such programs.

The Coalition for Student Nutrition, a Metro-wide coalition that includes participants from the Toronto Public Health Department, the Toronto Board of Education, and the Toronto Food Policy Council, has proposed a multisectoral financing scheme to ensure long-term stable funding. This scheme involves parents, appropriate provincial ministries, Boards of Health in Metro, Boards of Education in Metro, the Metropolitan Separate School Board, Metro government, and businesses. It permits for both financial and in-kind support from the public and private sectors. The Coalition's proposal was received by the Board for information on July 10, 1991, and has also been circulated to many of the other potential supporters.

Comments: Evaluation of the pilot programs has begun (see Appendix 2). Information has been collected by the Toronto Board of Education's research office from focus groups of program organizers and teachers, and a more formal evaluation is also now being conducted. The evaluation includes questionnaires given to students, parents, teachers and other staff that focus on attitudes and behaviours. An analysis of attendance and lateness records will also be performed at the end of the school year. Teachers and organizers already note positive changes in student eating habits.

The approach to long-term supports and funding suggested by the Coalition for Student Nutrition appears to offer the best avenue for the funding stability of Toronto programs. The Coalition's financing scheme recognizes the need for funding partnerships in this period of fiscal constraint. By spreading the public sector costs across four levels of government, and the Metropolitan area, greater cost efficiencies can be realized. Even greater efficiencies might be realized if this model were applied to the whole Province. Many one-on-one meetings have been held with both private and public sector potential supporters. At these meetings, much interest has been expressed in developing the programs, but all sectors have struggled to identify the best multisectoral financing scheme. A meeting of all the potential supporters is now required.

The Toronto experience will be of interest to many government departments, community agencies and school boards. Programs have emerged spontaneously all over Metro, and other parts of Ontario, but few other municipalities have, as yet, been able to respond as Toronto has to the demand for such programs. As a result, information and leadership provided by the Board of Health will be critical to the development of a stable funding base for school food programs.

Appendix 1

Participating Toronto schools and students
Starting fall 1991

Bruce	191 students (as of January 20, 1991)
Clinton	192 students (as of January 20, 1991)
Dundas	350 students (as of January 20, 1991)
Park	495 students (as of January 20, 1991)
Winchester	400 students (estimated)
Rodin	297 students (as of January 20, 1991)
Queen Victoria	185 students (estimated)
Rose	451 students (estimated)

Starting late February 1992

Bowmore	30 students (estimated)
Leslieville	100 students (estimated
Church Street	100 students (estimated

Ryerson	175 students (estimated)
Sprucecourt	100 students (estimated)
Givins Shaw	525 students (estimated)
Regal Road	300 students (estimated)

Appendix 2

Evaluation Methodology
(from the Toronto Board of Education Research Office)

The research component of the Pilot Food Program has two purposes: the monitoring of the implementation of the pilot during its first year; and an attempt to ascertain possible changes in behaviour, attitude and knowledge of students of the first eight participating schools. It consists of the following:

- focus groups with key players in the establishment of the food programs of each school, at least a couple of months after the program started in the school. Group discussions were conducted with Dundas, Rodin, Bruce, Clinton and Park schools in late October and early November, and with Winchester school in late January of this year. Discussions with Queen Victoria and Rose Ave schools will take place in late February.

- follow-up conversations with one or more key personnel in the food program in each school, on a periodic basis. This was done in mid-December, and will be done in late February, early April, and late May/early June.

- a Nutrition questionnaire given to students in the first eight schools. Questionnaires were sent out at the end of January to most schools and will be completed over the next few weeks. Questions are primarily behavioral and attitudinal, with several knowledge questions added. There are two questionnaires: one for primary (kindergarten to grade 3) students and one for junior/intermediate (4-8) students. The questionnaires were pilot tested twice: once with three classes (grades 1-2, 3-4, and 5-6); and a later test, after revisions were made to the primary level questionnaire, with kindergarten students. As well, revisions were made based on comments by members of the Pilot Program and school officials and personnel. Because each of the schools have different food programs, there were four variations of the primary questionnaire, and four variations of the junior/intermediate questionnaire. A teacher information sheet was also distributed, since the questionnaires would be administered by the teachers. The questionnaires will also be re-administered in May.

- analysis of school attendance records and lateness records. This analysis, to be done after the end of this school year, will look to see if there has been a difference in attendance and tardiness from when the food program was instituted.

- questionnaires to be given to parents, teachers, and other staff in the schools, in late April/May.

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RESEARCH SERVICES
TORONTO BOARD OF EDUCATION

VOLUME 6
NUMBER 2

September 1991

ATTACHMENT 1

THE RELATIONSHIP BETWEEN SCHOOL FEEDING PROGRAMS AND SCHOOL PERFORMANCE

School breakfast, lunch, and snack programs in Canada

Unlike Finland, where all elementary and secondary school students receive a free lunch daily, school feeding programs in North America, where they exist at all, are usually targeted to low income children, individually or by neighbourhood school.

An increasing number of schools and school boards in North America are providing free or subsidized meals or snacks for some school children. The major goal of these programs is to improve the nutrition and decrease the hunger of children who may be in need of a better overall diet, or of breakfast in particular. Often, program developers assert their belief that the food provided will have cognitive benefits for the recipients. A frequently stated additional goal is to change students' eating habits permanently, through education in good nutrition by example and sometimes by direct instruction as well.

In Canada, a recent national survey was completed by 60% of 121 school boards sampled, with Ontario providing the largest number of responses of any of the Provinces (CEA, 1989). Twenty-six percent of the responding boards provide free or subsidized milk or snacks; 21% provide free meals, either breakfast or lunch; and several others offer subsidized meals. Usually, recipients are in schools targeted as "inner city" or in neighbourhoods otherwise described as economically disadvantaged.

Most commonly, these programs are financially sponsored by charitable groups such as Kiwanis, Lions, Rotary, Soroptimists, Daughters of the Empire (IODE), or local churches or community agencies; by home and school associations; or by semi-public agencies such as the Milk Marketing Board. In Edmonton, such funding buys snacks for about 4000 children in 20 low income schools, at an annual budget of $100,000 (C. Barber, 1990).

Public funding is available in some cases, from such sources as the Department of Indian and Northern Affairs (for Native students off-reservation in Sarnia). In some instances funds come directly from the local board of education, in whole or in part. In Saskatchewan, for example, the Department of Education shares costs for snack and meal supplement programs with school boards in Regina and Saskatoon. (A recent report from the University of Saskatchewan recommends extending food programs to all schools, through a city-wide organization created for the purpose--in order to avoid stigmatizing hungry children. (See Slavin, Whale, Baker, Howard and Jaine, 1990.)

In Vancouver and Montreal, school boards (through school taxes) wholly subsidize the costs of free snack and meal programs. In 1989 in Vancouver, the school board budgeted $25,000 for breakfasts and snacks in 17 schools; and $200,000 for about 900 hot lunches in four inner city schools and one annex. The City Council in Vancouver voted a special grant to expand the program. As of 1990, the expanded lunch program covers 8500 children in 40 low income elementary schools at a cost of &750,000 per year. About 60% of parents contribute one dollar daily toward the cost of the meal, which is $1.25 to $1.35 (C. Barber, op.cit.).

The most comprehensive food and nutrition program reported is in Montreal, where the Island School Council, including six of the eight local boards, provides food to over 26,000 students in 56 elementary and nine secondary schools. The total budget is $500,000, distributed to each board in proportion to enrolment. The program includes food supplements (distributed 130 days per school year), snacks (provided once a week), and subsidized milk and juice.

In the City of Toronto, the Toronto Board of Education, which includes 113 elementary schools, finds that almost half these schools are presently providing some kind of nutritional supplement program to some of their students. The principal provider is TEOF, the Toronto Educational Opportunity Fund, a charitable foundation. TEOF provides 22 cents per student per day to elementary schools which are officially described as "Inner City" (Inner City categories 1A/B and 2A/B). These monies are used to provide nutritious daily snacks, typically juice and raw vegetables or the like. Another component of the TEOF program is nutrition education.

As of April, 1991, 25 schools were participating, and children in 61 primary classrooms (mainly junior and senior kindergarten, age 4/5) were served. As well, 20 schools in Toronto which do not receive TEOF funding were providing snacks or meals to students. Thus, nearly half the elementary schools in the City were providing some nutritional supplements daily to some portion of their population, usually the kindergarten classrooms, and in some cases (13 schools) to all students in the school. Schools without TEOF funding depend mainly on parents' fees, with a few programs supported by service clubs, teachers, or private citizens in the community. In those 22 schools which solicit parental contributions, most parents do

contribute. In most cases, the number of children whose parents do not contribute is under 10%. (Children are not excluded from programs on this basis.) About one fifth of the schools involved in feeding programs make use of parent volunteers, and a similar proportion hire personnel to assist.

Because funding is a problem for many schools, and because school board and municipal officials in Toronto recognize a continuing and increasing need to supplement children's schoolday diet, the Board has recommended that pilot food programs be mounted in eight schools in the 1991-92 school year, reaching approximately 3200 students each day. The cost will be shared, with the Toronto Board contributing about 30%, the City of Toronto about 20%, and parents the other half.

It is much more common for free and subsidized meals and snacks to be made available in elementary than secondary schools, although there is no evidence that the need is any lesser among older students. Many Canadian and American school boards which provide food programs include selected elementary schools only. Others, as in the Montreal program mentioned above, include secondary schools, but far fewer of them. In Regina, Saskatoon, and Toronto, only one secondary school was involved in 1989, according to the CEA survey, and in Vancouver some secondary schools made food available to hungry students through the school cafeterias.

Is undernourishment prevalent among Canadian school children?

While it is clear that a high percentage of Canadian children have a diet which is unbalanced (King, Robertson, and Warren, 1985) and which is especially too high in sugar, salt, and fats (Avard & Hanvey, 1989, p.65) it is less clear whether children are missing essential proteins or nutrients, such that their growth or development is affected. Almost 10% of children in a national sample of Grade 7 students were found to be distinctly underweight, and 30% slightly underweight. However, these numbers were considerably lower for the Grade 10 population, falling to 2.5% and 20%, respectively (King et al, 1985).

Children from low income families in Canada are likely to be less well nourished than others; for example, children are twice as likely as adults to be fed by food banks; income level has an impact on what food is brought into the home, and cheaper foods are often higher in fat and sugar; and young children and adolescents in low income families have lower levels of vitamin C, folate, Vitamin A, and calcium than do their more affluent peers (Ibid, p.103). In an interview, the Chair of the Canadian Pediatric Society's Nutrition Committee indicated his belief that "malnourishment is fairly common, much more than people think". (See Cheney, 1989.)

More concrete evidence is available from the United States, where it is notable that undernutrition has been documented recently in parts of that country not generally thought of as exceptionally impoverished. For example: In 1985 in Utah among low income families almost one-third of children were under height for age; and one-fifth were underweight. These are much higher rates than what would be expected in a normal population.

A similar finding from Massachusetts in 1983 showed that 10% of pre-school children were at low height for age, and were assessed as chronically malnourished. Anemia was present in 12% of the children surveyed.

In Minnesota in 1986, surveys of emergency food users found that 21% of all recipients with children reported that their children missed meals on a regular basis because of lack of money to buy food.

A Harvard Medical School study concluded that "subnormal nutrition was associated with underachievement... many of the academic failures ...in high school students may have their roots in nutritionally associated learning problems." (See Cheney, 1989.)

The conclusion reached by the National Education Association, which published the examples above, may well apply in Canada:

> . . . There is a lack of up-to-date, comprehensive national statistics on hunger and undernutrition among children. However, past data show that although U.S. school children as a whole are not at risk of being malnourished, a significant number of low-income children are suffering from undernutrition (Parker, 1989, p.14).

Mild undernutrition may have an impact on school performance in that it can lead to increased risk of infections, resulting in more frequent and more severe illnesses, preventing children from coming to school and/or learning well. Undernourished children are less physically active, less exploratory, less attentive, and are more apathetic, irritable, and tired. While the effects of mild undernutrition are not easy to disentangle from other aspects of poverty, a recent review concludes that:

> . . . the consensus of the studies that have been carried out on the relationship between undernutrition and learning is that although mild-to-moderate undernutrition is intertwined with other causes and effects, it has an independent effect on learning and behavior. . . . Poor nutrition makes poverty's impact on learning even more negative (Ibid, p.15).

Are children coming to school hungry?

Hunger may be a more widespread problem among children than undernourishment. That is, children who are of normal weight and height for age, and who may not be noticeably anemic or vitamin deficient, may come to school hungry because they have not eaten breakfast. Missing breakfast may be a consequence of poverty, but it may not be: at least one Canadian study (cited by Lechkey, 1990) suggests that a quarter of the children who skipped breakfast in the survey were not from low income families. While, in Canada, children under 12 are more likely than older children to

breakfast, nonetheless 50-60% in recent surveys have reported not eating a complete breakfast regularly (Chao & Vanderkooy, 1989). The 1984-5 Canada Health Attitudes and Behaviours Survey (King et al, 1985) reported that breakfast skipping (occasional or frequent) increased from 25% of children at the Grade 4 level to 40% by Grade 10. Breakfast skipping is more prevalent among economically disadvantaged urban children as well as semi-urban and rural children (Chao & Vanderkooy,1989).

In a 1990 Public Health survey of Toronto principals, 28% of the respondents identified hunger as a common problem in their school. Thirteen percent of students were identified as having an inadequate breakfast (either no breakfast or one which is not nutritionally adequate); and 11% were described as having an inadequate lunch.

The impact of missing breakfast is greater on younger children; because of their small size and high metabolic rate they are much less resistant to the effects of fasting--including the production of ketones, whose symptoms include fatigue, dehydration, and loss of energy. Furthermore, children's limited stomach capacity means they are unlikely to be able to eat enough at lunch or later to make up for the loss of protein and other essential elements in the missed breakfast. (See Lechky, 1990).

School breakfast programs are typically developed in response to a concern that children are coming to school hungry, and that they will not be able to do their best because of their hunger. The main goal of such programs is to alleviate hunger and increase children's ability to learn. Another goal may be to affect their overall nutrition level by adding a significant amount of protein and vitamins to their daily intake.

> . . . One well established benefit of breakfast consumption is its contribution to the nutritional quality of the diet. The missed contribution of energy and nutrients (as a result of breakfast skipping) to the daily diet is not, on average, compensated for in subsequent meals and snacks (Chao & Vanderkooy, p. 227).

And a national evaluation of school nutrition programs in the United States concluded that "The most important impact of the School Breakfast is that when the program is available, it increases the likelihood that children will eat breakfast, and children who eat breakfast have significantly higher intakes of nutrients than children who skip breakfast." (Hanes, Vermeersch, and Gale, 1984, p.390)

Is there a clear relationship between breakfast consumption and school achievement?

As has been suggested above, undernutrition may result in increased illness and absence from school. It may also affect readiness and ability to learn. As well, hunger may be a factor related to children's school behaviour and success. Many school breakfast and other food supplement programs have been initiated because of a perceived link between hunger and ability to learn. What evidence do we have that supplying breakfast at school to populations which are not severely malnourished will increase children's learning-related behaviour?

First, there are some experimental, laboratory-based studies which test the effects of hunger on aspects of performance. These studies find a relationship between breakfast consumption and measures of physical strength such as work output (measured by a bicycle ergometer) and a measure of reaction time, with adult subjects (Tuttle, Daum, Myers & Martin, 1950).

Another experiment, this one with nine to 11 year olds, compared the children under breakfast-eating and fasting conditions on measures of problem-solving involving memory and attention span. Results were mixed: fasting adversely affected accuracy in problem solving, but was positively related to short-term memory recall. The authors suggest that both effects can be explained by heightened arousal level resulting from short-term fasting (Pollitt, Leibel, & Greenfield, 1981). Other studies also support the hypothesis that hunger results in a higher level of arousal, which may be experienced as irritability.

Another study of nine to 11 year olds also found that performance on arithmetic tests given at three points during the morning was lower for children in the fasting condition (Conners & Blouin, 1983). And a controlled study of fasting in children found that some but not all of the fasting children showed lowered blood glucose levels and decreased cognitive functioning (Pollitt, Lewis, Garzo, and Shulman, 1983).

It should be noted that these laboratory studies are performed on healthy, well-nourished subjects, not on an impoverished subgroup. More naturalistic studies have failed to identify educational benefits of school breakfast programs in adequately nourished children. (See studies cited by McIntyre, 1990, p. 19.)

The most recent and most focused study on the effects of a school breakfast program on school children was reported in 1989 (Meyers, Sampson, Weitzman, Rogers & Kayne). Children in grades 3 through 6 in six elementary schools in Lawrence, Massachusetts were the subjects. The schools offered a free or subsidized breakfast to students who qualified (on grounds of poverty). Monitoring was done over a one week period, and children included in the experimental group had been present at least three days that week. The control group included children who qualified for the breakfast program but did not participate. (The non-participants tended to be younger and somewhat less impoverished than the participants. Thus, they were more likely to qualify for subsidized meals, while the participants were more likely to qualify for free meals.)

All children had been given a standardized achievement test the previous year, prior to the inception of the breakfast program. They were given the same test during the study week. The scores for the two years were compared within and between groups. While the test scores of the breakfast program students were lower, on average, than those of the non-participants in both years, the improvement in score from one year to the next was significantly greater for the

participants in the breakfast program. While the absolute difference in average number of test points gained by the participants and non-participants is small, the authors point out that this small difference in scores is sufficient, in some school districts, to result in grade promotion instead of grade retention; and the difference in gain scores between the experimental and control groups is greater than that which the Title I/Chapter 1 Compensatory Education Program has made for minority versus non-minority students.

In addition to the increase in achievement scores, the tardiness rate for breakfast receivers decreased significantly more than that for non-participants. Before the program began, the children in the two groups had virtually identical rates of tardiness. After, the breakfast group had a significantly lower rate; in fact, their average number of days tardy decreased, while that of the control group increased. The absence rate of the participants also increased less than that of non-participants, but the difference was not large enough to be statistically significant.

A multi-year follow-up study, with a control group, is currently under way, which may produce more conclusive results on the importance of school breakfast to children's school performance.

Conclusion

The evidence that school breakfast programs may positively affect school performance and school attendance is increasing. Much information is lacking, on both a local and a national level. We do not know how many children are undernourished, how many come to school hungry, or how many may benefit from a breakfast program. But we do know that some children in Canada are undernourished; that children from poor families are more likely than others to be undernourished; that both hunger and undernourishment can affect attendance and cognitive performance; that breakfast-eating is related to cognitive performance for some children; and that at least one large-scale school breakfast program is associated with significant gains in attendance and performance for children of underprivileged families.

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ATTACHMENT 2

EVALUATION METHODOLOGY
(from the Toronto Board of Education Research Office)

The research component of the Pilot Food Program has two purposes: the monitoring of the implementation of the pilot during its first year; and an attempt to ascertain possible changes in behavior, attitude and knowledge of students of the first eight participating schools. It consists of the following:

- focus groups with key players in the establishment of the food programs of each school, at least a couple of months after the program started in the school. Group discussions were conducted with Dundas, Rodin, Bruce, Clinton and Park schools in late October and early November, and with Winchester school in late January of this year. Discussions with Queen Victoria and Rose Ave schools will take place in late February.

- follow-up conversations with one or more key personnel in the food program in each school, on a periodic basis. This was done in mid-December, and will be done in late February, early April, and late May/early June.

- a Nutrition questionnaire given to students in the first eight schools. Questionnaires were sent out at the end of January to most schools and will be completed over the next few weeks. Questions are primarily behavioral and attitudinal, with several knowledge questions added. There are two questionnaires: one for primary (kindergarten to grade 3) students and one for junior/intermediate (4-8) students. The questionnaires were pilot tested twice: once with three classes (grades 1-2, 3-4, and 5-6); and a later test, after revisions were made to the primary level questionnaire, with kindergarten students. As well, revisions were made based on comments by members of the Pilot Program and school officials and personnel. Because each of the schools have different food programs, there were four variations of the primary questionnaire, and four variations of the junior/intermediate questionnaire. A teacher information sheet was also distributed, since the questionnaires would be administered by the teachers. The questionnaires will also be re-administered in May.

- analysis of school attendance records and lateness records. This analysis, to be done after the end of this school year,

will look to see if there has been a difference in attendance and tardiness from when the food program was instituted.

- questionnaires to be given to parents, teachers, and other staff in the schools, in late April/May.

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

Present: F. Oommen (Chairman); Trustees Bishop, Patenaude and Wilson; Mesdames Dalziel, Krueger, Schram, Trott and Yanch; Mr. Adamson; Drs. Marshall, Newberry and Toby.

Also Present: Mr. A. Mutart (Hamilton Teachers' Federation)
Mr. J. Sims (Hamilton Secondary School Principals' Council)

Officials Present: E. Bond (Superintendent of Program)
R. Adams (Co-ordinator, Special Education)

The Committee recommends:

GENERAL

1. That the Report regarding Transitional Work Experience Program (T.W.E.P.) be received for information and the following recommendation approved:

(a) That the Program Department review this program with a view to the need for expansion.

2. That the Report regarding the Augmentative and Alternative Communication Program be received for information and the following recommendation approved:

(a) That the Special Education Advisory Committee endorse this program and request the Board to review the need for additional staffing given the change in the home care program delivery.

3. That the Report regarding Care, Treatment and Correctional Services Programs be received for information.

4. That the Accommodation Report - Special Education be received for information.

Respectfully submitted,

F. OOMMEN
Chairman

Lower Auditorium
1992 06 17

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario
1992 09 08

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

(a) That up to 80 senior history students from Hamilton Board of Education Secondary Schools participate in a field study to Washington and Gettysburg, 1992 11 18-21 (Wednesday to Saturday) and that one teacher chaperone be allocated for every 10 students in attendance.

(b) That up to 41 Grade 11-OAC art students from Hamilton Board of Education Secondary Schools participate in a field study to New York City, N.Y., 1993 05 27-30 (Thursday to Sunday) and that one teacher chaperone be allocated for every 10 students in attendance.

(c) That the following trip requests be approved:

(i) Glen Brae, Grade 6, Environmental Education, Camp Wanakita - Haliburton (Sunship Earth), 1992 10 13-16 (Tuesday to Friday)

(ii) Glen Brae, Grade 8, St. Donat, Quebec, 1993 01 20-23 (Wednesday to Saturday)

(iii) Delta, Grades 11-OAC, Basketball, 1992 09 18-20 (Friday to Sunday)

(iv) Hill Park, Grade 9, McMichael Gallery, Kleinburg, 1992 10 09 (Friday)

(v) Hill Park, Grades 10-11, Albright/Knox Gallery, Buffalo, N.Y., 1992 12 03 (Thursday)

(vi) Hill Park, Grades 10-11, Albright/Knox Gallery, Buffalo, N.Y., 1993 03 26 (Friday)

(vii) Hill Park, Grade 9, McMichael Gallery, Kleinburg, 1993 04 23 (Friday)

(viii) Sir Winston Churchill, Grade 12 , Travel and Tourism, Niagara Falls, N.Y., 1992 10 09 (Friday)

Respectfully submitted,

K. A. Rielly,
Director of Education
and Secretary

cv

ADDED RECOMMENDATIONS

ELEMENTARY/SECONDARY

(d) That the following trip request be added to clause (c):

(ix) Scott Park, Grades 10-12 Choir, Voyageur Canada '92 Program, Portneuf, Quebec (Quebec City), 1992 09 30-10 07 (Wednesday to Wednesday)

AGENDA
OPERATIONS MANAGEMENT COMMITTEE
1992 10 06

Confirmation of the minutes of the 1992 09 08 meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report re Air Conditioning Lloyd George and Dr. J. Edgar Davey Schools **- pages 1 to 3**

2. Report re Discontinuation of Screening for Pediculosis (Head Lice) by the Region of Hamilton-Wentworth (requested at Board, 1992 09 17) **- pages 4 to 7**

3. Update re Site-based Management **- pages 8 and 9**

4. Report from the Officials re Education Centre Parking

NEW BUSINESS:

1. Presentation by the Umbrella Family and Child Centres of Hamilton **- Please refer to separate attached document**

2. a) Response from the Ministry of Education relative to the implementation of destreaming of Grade 9 (referred by 1992 09 17 Board)**- pages 10 to 12**
   b) Transition Years **- pages 13 to 26**

3. Motion by Trustee Rodgerson at 1992 09 17 Board re Park Development with City of Hamilton
   "That co-operative efforts between City of Hamilton and Hamilton Board representatives be established to facilitate ongoing Park development in areas on or adjacent to Board property."

4. Establishment of Guidelines for School Field Trips
   - requested by Trustee Johnston at Board 1992 09 17

5. Request for Report, Psychological Testing - Trustee Hill

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Response from the Ministry of Education relative to the mandatory provision of Junior Kindergarten by September, 1994 (referred by 1992 09 17 Board) **- pages 27 and 28**

NEW BUSINESS:

1. Recommendations of the Director of Education **- page 29**

October 6, 1992

TO: Chairman & Members
Operations Management Committee
Board of Education

RE: Air Conditioning - Lloyd George and Dr. J. Edgar Davey Schools

At the June 1992 meeting the Board directed that a report be brought forward with respect to the feasibility and costs of air conditioning Lloyd George and Dr. J. Edgar Davey schools. As well as air conditioning of the buildings, the report should include the costs for converting the open system design of Dr. J. Edgar Davey school to a closed system similar to the project at Hillsdale school.

Accordingly the following information is provided:

Lloyd George School

In order to air condition the building it would first be necessary to remove the existing fan and associated duct work. Then a new medium pressure fan system could be supplied and installed. This would be followed by the installation of a centrifugal chiller in the boiler room complete with system capacity tank, associated piping, controls and equipment. A cooling tower would be required on the roof and all associated structural alterations would be made. A new duct work distribution system would be provided throughout the school and would be enclosed.

The advantages of providing the above system include better climate control throughout the year and a possible reduction in noise and odors from the outside if the windows are kept closed.

Timing & Cost

The estimated cost to design, tender and construct the project is $960,000. It would be necessary for budget approval by the Spring of 1993 in order to allow for construction during the Summer of 1994.

Dr. J. Edgar Davey School

Alternative No. 1

In order to air condition the building it would be necessary to remove the 3 existing air handling units and associated duct work. Roof mounted penthouses would then be installed to house the new fan systems. A centrifugal chiller would be provided and installed in the boiler room together with a system capacity tank associated piping, controls and equipment. A cooling tower would be provided in the roof after making the necessary structural alterations and an air distribution system including terminal reheat boxes and coils would be installed. As noted for Lloyd George School all new duct work throughout the school would be included.

Timing & Cost

The estimated cost to design, tender and construct the project is $960,000. It would be necessary for budget approval by Spring of 1993 in order to allow for construction during the Summer of 1994.

Alternative No. 2

In order to change the design of the school interior layout to a closed system instead of the present open concept as well as air conditioning the building, it would be necessary to remove and replace partitions, ceilings, lighting and controls. There would also be flooring and painting work required.

Timing & Cost

The estimated cost to design, tender and construct the project is 2.1 million. It would be necessary to phase the work over two Summers. The earliest start would require budget approval by Spring of 1993 in order to allow for design to commence so that Phase I of the work could commence in the Summer of 1994. Phase II would take place in the Summer of 1995.

In order for work to commence on either or both of these projects it is necessary that a decision be made with respect to the following options:

Recommendations:

A) That the Lloyd George project proceed as outlined.

B) That the Dr. Davey project proceed on the basis of alternative number 1.

OR

C) That the Dr. Davey project proceed on the basis of alternative number 2.

D) That neither the Lloyd George or Dr. Davey project proceed at this time

Prepared by: Ken Honybun, Mechanical Staff Assistant

R.T. Orlando, Superintendent of Plant

Submitted by: R.T. Orlando, Superintendent of Plant

Approved by: Keith Reilly, Director of Education & Secretary of the Board

Education Centre
100 Main Street West
Hamilton, Ontario L8N 3L1

1992.10.06

The Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

Re: Pediculosis Update

BACKGROUND

The full Board has returned this issue to the Operations Management Committee for further consideration.

As a result of the above action, Bryan Schofield has had further consultation with staff from the Public Health Department on this topic. They still are prepared to coordinate intake and billing procedures for the three local Boards and have provided us with information from their data base concerning the prevalence of this health nuisance. The Wentworth County Board of Education and the HWRCSSB have agreed to cover their pediculosis costs as the program has been very successful and not to do the same could cause a regression.

Attached are two charts - # of 1st Checks and # of School Requests - which illustrate data for the past two or three years. Basically, it shows that September, October and November are months of potentially high infestation. However, the good news is that a decrease has been attained every year. Our presumption is that this decrease is a result of a sustained communication program and the use of a more effective liquid called NIX.

To date this September, we have had 23 calls from schools about pediculosis outbreaks. Since there is no present manner to fund the involvement of Upjohn/Olston Personnel, we have been advising Principals to use two form letters (one for the infected student(s) and one for the peer group) to make parents aware of the problem. The disadvantages to such a method include not identifying students who have pediculosis, indicating children have pediculosis who do not, and receiving inaccurate information for the data base.

If we were to return to using the Upjohn/Olston organization, we would be utilizing a professional medical company whose staff are trained to assess the magnitude of any identified problem and to react to the same. The data indicates that very rarely is it necessary to have a recheck once Upjohn/Olston personnel have done the initial assessment. Also, a degree of confidentiality is provided by using outside resources. Presently we have no internal staff who have this task in their role description nor who are trained to perform such duties. Also, using staff or parent volunteers could be construed as a confidentiality issue for the student and family.

When using the Upjohn/Olston model, Principals have a well designed procedure to follow to cope with this health nuisance. A tangential outcome is an accurate data base.

The Public Health Department has offered to coordinate for the three Boards the intake of calls, the billing procedures and the continuation of the data base. This certainly is more cost effective than having the staff of each Board develop intake and billing procedures.

COST IMPLICATIONS

The projected cost for the Hamilton Board for 1992 (September to December) is approximately $4,000 and can be provided through existing resources. This is based on an average cost of 44 cents per student checked. During the September to December period, we will evaluate the situation for future budget consideration.

RECOMMENDATION

After careful consideration of the implications of not providing the services of the Public Health Department pediculosis screening we suggest the following recommendations for consideration:

1. That the Board of Education for the City of Hamilton reconsider the motion passed at the regular meeting of the Board on September 17, 1992.

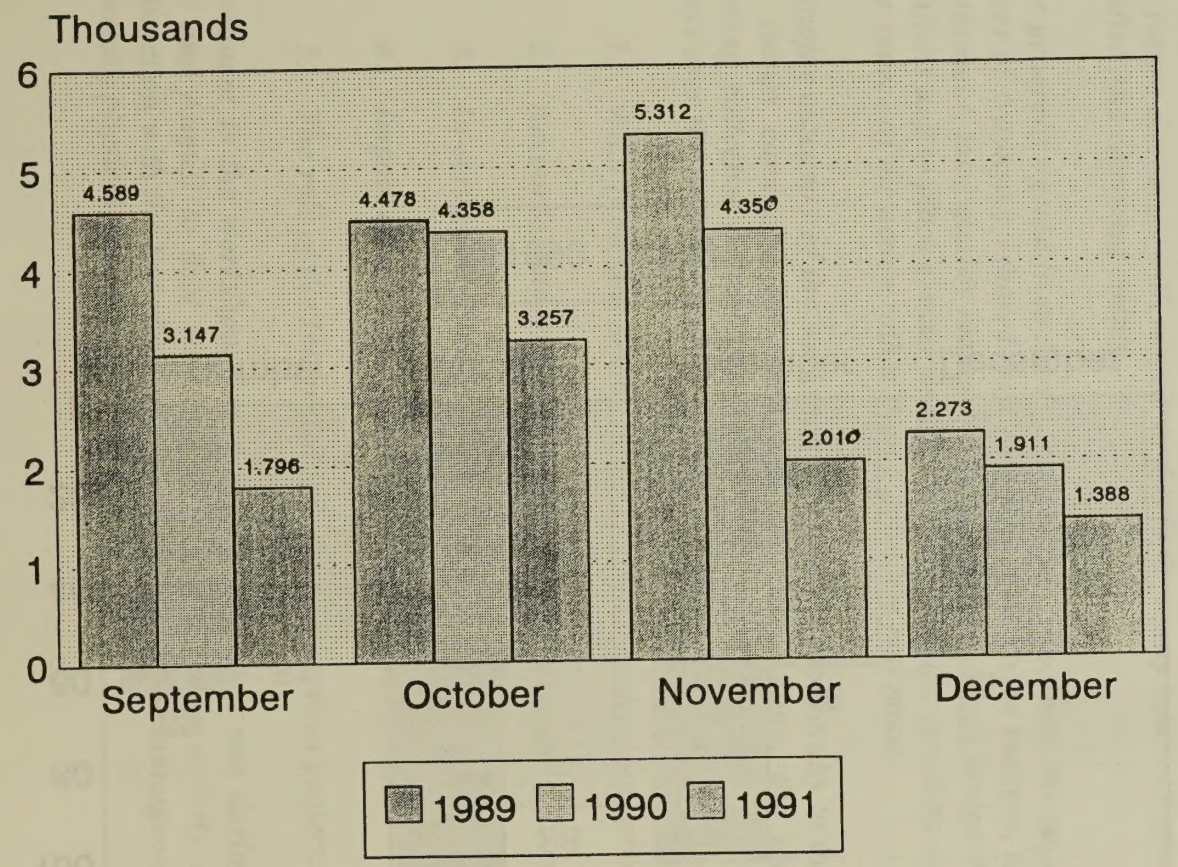
2. That the Board of Education for the City of Hamilton accept the Public Health Department's offer to co-ordinate intake and billing procedures for the period of September to December 1992 at a cost not to exceed $4,000.

Prepared by: B. Schofield, Co-ordinator, Adjustment Services

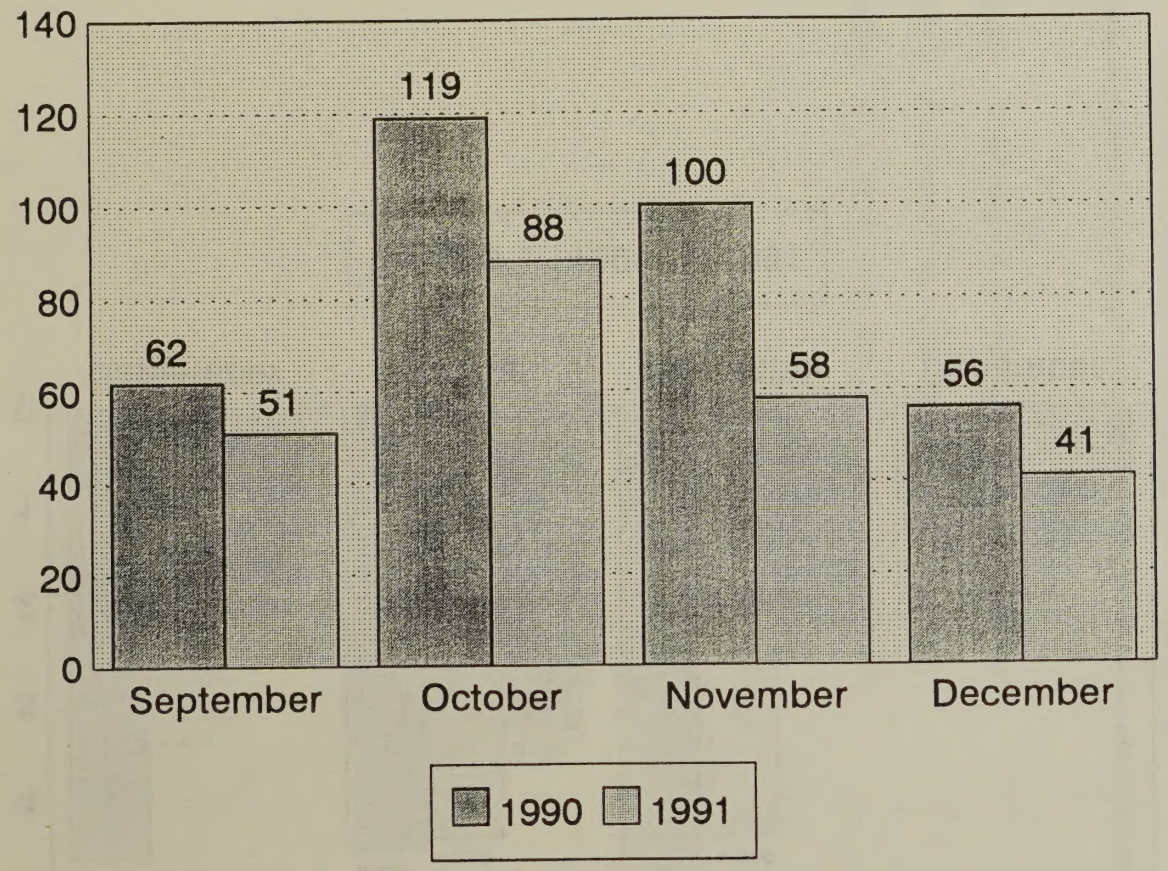
Submitted by: E. G. Bond, Superintendent of Program

Approved by: K. A. Rielly, Director and Secretary of the Board

of 1st Checks



of School Requests



Education Centre,
100 Main Street West,
Hamilton, Ontario.
1992 10 06

To the Chairman and Members,
Hamilton Board of Education,
HAMILTON, Ontario.

Ladies and Gentlemen:

Re: Site-Based Management -- Update Report

At the April 29 workshop of trustees and officials, designed to provide information and to set future directions with respect to this topic, many issues of common concern were identified and discussed openly.

It was generally agreed from the discussions that Site-Based Management, which has a number of synonyms, (shared responsibility and decision making, collaborative school management, total quality management, etc.), is a process designed to streamline our operations and to place greater decision making and the resulting accountability closer to the source of the action rather than a definitive end-point.

The major outcomes of the workshop included an opportunity to interact with trustees in a forum conducive for discussion and, in addition, the identification of the following collective critical issues that must be addressed as we continue with this process over the next few years:

1. *What functions belong under central/decentralized control?*
2. *Accountability with respect to school budgets and decision making.*
3. *In-service required to carry out this change process.*
4. *Impact on the quality of programs in the classroom.*
5. *The role of the Integrated Information Services project.*

Subsequent to the workshop, Senior Management has met during planning days in May and August to deal with the above issues in an orderly and logical way in conjunction with the Board's number one priority -- the management of our resources -- human, physical and financial.

Three study groups of Senior Management have been formed which will recommend to the Board how each of these resources could be further decentralized for the better operation of our system as we plan for the future. To carry out this task in a planned, systematic way, it will be necessary to determine:

1. *Criteria to be examined for each of the three resources.*

2. *Functions to remain under central control or to be decentralized.*

3. *Action plans for recommendations to the Board.*

Senior Management believes strongly that the vehicle to enable further streamlining associated with each of these resources is a well-developed Integrated Information Services network. Further implementation of this project will provide trustees and officials with access to up-to-date data which can be translated into usable current information and, as a result, help simplify tasks, avoid duplication of work and provide opportunities for greater accountability at all levels. Additional information about the project will be forthcoming in an update report to OMC in November.

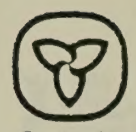
All of this planning must be done in context with an understanding by all segments of the system of the present economic climate, the need for staff in-service and realistic timelines to effect changes from our present method of operation. If these concerns are addressed, we are confident we will gain further commitment to the process from staff, trustees and our community.

RECOMMENDATION:

That this report be received for information.

Prepared and submitted by: Keith A. Rielly,
Director of Education and Secretary.

-as



Ontario

Ministry
of
Education

Ministère
de
l'Éducation

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Queen's Park
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M7A 1L2

July 15, 1992

K. A. Rielly
Director of Education
and Secretary
The Board of Education for
the City of Hamilton
PO Box 2558
Hamilton, Ontario
L8N 3L1

Dear K. A. Rielly,

Tony Silipo, the Minister of Education, has asked me to respond to your June 19 letter about the implementation of destreaming in Grade 9.

I am sure that you have now received the package on Education Program Reform that was distributed on June 15 to directors of education, superintendents, principals, chairs of school boards, and chairs of minority-language sections.

I believe that these materials will answer your questions.

Sincerely,

Patricia Llewellen

Patricia Llewellen
Manager
Freedom of Information and
Correspondence Unit

Minister
Ministre

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MEMORANDUM TO: Chairs of School Boards
Chairs of Minority-Language Sections

FROM: Tony Silipo
Minister of Education

DATE: June 15, 1992

SUBJECT: Education Program Reform

The Ministry of Education is committed to introducing effective changes that will enhance the quality of programs offered in Ontario schools. Such changes will make education more equitable for all students, improve the quality of the programs and services that we provide, enhance accountability, and help foster new partnerships within our communities.

This summer, a comprehensive education policy framework will be developed, setting the basis for future changes in our education system. This policy framework will be available this fall, and will provide a coherent context within which new changes will be discussed and introduced.

The attached memoranda outline important information on elementary and secondary school programs and on the funds being made available for the in-service of teachers of Grades 7, 8, and 9. The policy/program memorandum clarifies ministry expectations for Junior and Senior Kindergarten, new programs for Grades 7, 8, and 9, benchmarks, and exceptional pupils. Our timetable for program reform allows for a phased in implementation process. Boards and sections are expected to introduce new programs for Grades 7, 8, and 9 in September 1993, and they will have three years to achieve full implementation.

.../2

As these changes are introduced, it is my hope that school boards and sections honour the spirit of collective agreements which contain provisions that may be affected by the policies outlined in the attached policy/program memorandum.

The Ministry of Education will play a key role in teacher in-service professional development relative to the introduction of these new policies. As an initial phase of this process, the ministry will provide funds, in the school year 1992-93, for in-service programs for teachers who are involved in the restructuring of Grades 7, 8, and 9.

Funds in the amount of $2.75 million are being made available for in-service programs that respond to the needs identified by Grades 7, 8 and 9 teachers in your board or section. These programs must demonstrate a strong commitment to the principles of equity, excellence, accountability, and partnership, and allow teachers to exercise their professionalism through their direct involvement in their own training.

Funding will be made available for school-based, teacher-initiated activities that will supplement and complement board programs. The co-ordination of these activities will be undertaken in collaboration with the Ontario Teachers' Federation and its affiliates. The nature of these programs will focus on teacher growth through improved communication within and across Ontario.

The ongoing co-operation among all partners in education will ensure that all our students are provided with programs and services that will allow them to achieve, to the best of their abilities, the learning outcomes essential to their personal development and their full participation in the life of this province and of this country.

Tony Silipo
Minister

Education Centre
100 Main Street West
Hamilton, Ontario
1992 10 06

To the Chairman and Members of the
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Transition Years Guideline

In 1989, the Government of Ontario announced a plan to restructure education in Ontario. The ACTION PLAN, (1989-94) outlined the reorganization of schooling into The Early Years, The Formative Years, The Transition Years and The Specialization Years. The Government's focus is excellence, equity, partnerships and accountability in education.

The following activities led to the development of the Draft Internal Discussion Paper for The Transition Years (February, 1992) and to Policy/Program Memorandum No. 115 (June 15, 1992.)

- the establishment of a Transition Years work team
- the identification of issues and options through meetings with focus groups across the province
- development of a consultation paper, Transition Years Guide to Discussion and Response
- a provincial consultation process based on the discussion paper
- the initiation and publication of the following research projects:
  - -Rights of Passage: A Review of Selected Research About Schooling in the Transition Years
  - -Making Connections: Guidance and Career Education in the Middle Years
  - -A Review and Analysis of Pilot Projects Investigating Issues in the Transition Years: A Two-Year Study (ongoing)
- the initiation of two-year pilot projects involving sixty-four school boards
- the convening of provincial and regional pilot project meetings to encourage networking and sharing
- an analysis of the response to the Transition Years discussion paper
- the development of a draft policy framework based on the analysis data from the pilot projects and the research
- the development of pilot project documents (1990, 1991) to facilitate a sharing of ideas

Added to this process is Hamilton's development of a Middle School program to meet the needs of early adolescents. The work developed by the Middle School Development Committee is congruent with the initiatives in The Transition Years, and will greatly assist Hamilton teachers to implement new curriculum.

Attached are summaries of the Policy/Program Memorandum No. 115 and the Draft Discussion Paper for The Transition Years, and a Guideline for Transition Years Planning and Implementation in Hamilton. Additional support material for principals, teachers and area resource teams is available from Carol Ramberan, Co-ordinator, Transition Years.

Recommendation:

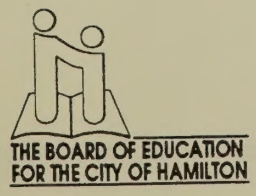
That this report be received for information.

Prepared by: C. A. Ramberan, Co-ordinator, Transition Years

Submitted by: E. G. Bond, Superintendent of Program

Approved by: K. A. Rielly, Director of Education and Secretary

GUIDELINE FOR TRANSITION YEARS PLANNING AND IMPLEMENTATION



September , 1992

Table of Contents

Introduction

This Organizational Framework for Transition Years Planning and Implementation is intended as a guideline for teachers and administrators as they continue the development of programs for Hamilton students in grades 7, 8 and 9. The Ministry of Education has mandated that the implementation of a Transition Years program based on a core curriculum of learning outcomes will begin in September, 1993 and be completed three years later.

The first page provides an overview of groups working in development and implementation. The following pages provide suggestions to assist schools to continue or initiate the activities needed to prepare for the new curriculum.

Individual teams will, to a large extent, and in collaboration with Area Supervisors and the Transition Years Coordinator, establish the specific tasks and timelines necessary for their needs. The organizational framework presented here provides the flexibility for groups to continue the excellent work already underway and to develop new initiatives.

September, 1992.

Organizational Framework to Guide Transition Years Planning

Focus

The students and teachers in the classroom are the focus of the Transition Years initiatives. The organizational framework is intended to create the structures needed to guide and support them in their work.

Vision of an Education System with a Successful Transition Years Program

- enhanced learning opportunities for both students and teachers
- teachers and administrators from middle and secondary schools who know, understand and trust each other and who work collaboratively in a completely integrated manner in order to provide the highest quality "seamless" education for our young people.
- a system driven by
  - shared knowledge
  - shared exploration
  - shared decision-making
  - shared commitment
  - shared accountability

Transition Years Development Committee

Curriculum | School Organization | Staff Development

* to develop a system framework for Transition Years curriculum with integrated staff development

Transition Years Advisory Committee

* to build communication links with the community

School Transition Years Teams

Middle Schools
Secondary Schools

* to address individual school needs
* to exchange information about middle and secondary school programs and initiatives

Area Transition Years Teams

* to provide resources and support for school initiatives
* to establish area interface initiatives
* to provide communication links to and from the Transition Years Development Committee

TRANSITION YEARS: GUIDELINE FOR PLANNING & IMPLEMENTATION

SCHOOL TRANSITION YEARS TEAMS

MANDATE:

- To address individual school needs
- To exchange information about middle and secondary school programs and initiatives

COMPOSITION:

- Principal or Vice-Principal, Representatives from staff, students and parents
- Member of Area Resource Team or Program Department if needed

FUNCTIONS:

Preparation

- Read/review directions from the Ministry of Education:
  - Policy/Program memorandum #115, June 15, 1992
  - The Transition Years Internal Discussion Paper, (Draft), February, 1992.
- Collect and compile other pertinent Transition Years information (Resources: Area Transition Team, Transition Years Coordinator, appended Bibliography).
- Review the status of the school plan regarding:
  - current Transition Years initiatives
  - components of the school plan (e.g., cooperative learning strategies) that complement planning for the Transition Years.
- Share with feeder or receiver school:
  - information about current programs, evaluation, modification for exceptional students, social skills programs, etc.
  - characteristics of the early adolescent learner
  - Transition Years initiatives planned or underway.
- Discuss and analyze the collected information and make decisions according to school needs.

Planning

- Develop a preliminary school Transition Years Plan, (for 1992-1993 or for the three year implementation period) including communications, public relations, interface, staff development and accountability.
  - identify manageable objectives
  - identify roles and responsibilities
  - establish timelines
  - identify resources
  - include indicators of success
  - continuously monitor, assess and update the plan.
- Develop a variety of methods of communicating information to staff, students and parents on an ongoing basis.

Note: **Until information is sent to the schools from the Transition Years Development Committee, schools should focus on interface initiatives**
(see Appendix II) **and on becoming familiar with Ministry of Education policies.**

Accountability

- Principal meets with Area Supervisor and/or Superintendent of Schools to review the Transition Years component of the School Plan.
- Superintendent of Schools meets with the Superintendent of Program to review school and area plans. (Target date: First week of December, 1992.)
- Principal continuously monitors, assesses and updates the plan as required.
- Principal submits a status report to the Superintendent of Schools for discussion with the Superintendent of Program by May 31, 1993 in order to plan for 1993-94.

TRANSITION YEARS: GUIDELINE FOR PLANNING & IMPLEMENTATION

AREA TRANSITION YEARS TEAMS

MANDATE:

- To provide resources and support for school initiatives
- To establish area interface initiatives
- To provide communication links to and from the Transition Years Development Committee

COMPOSITION:

Area Supervisor
Area Resource Team Representative (e.g., consultant)
Representatives from each middle and K-8 school
Representatives from each secondary school
Representatives from Program Department

FUNCTIONS:

Preparation

- Collect and compile pertinent Transition Years information. *(Appendix I)*
- Review the status of current Transition Years projects in the Area Plan.
- Discuss and analyze information and make decisions according to Area needs:

Planning

- Develop an area Transition Years Plan with integrated staff development to include in the Area Plan
  - to support preliminary school initiatives
  - to establish area initiatives based on area needs

Suggestions for Communication & Staff Development

- Provide a constant flow of communication to and from the schools and the Transition Years Development Committee
- Communicate regularly with school administrators through area principals' meetings
- Identify examples of exemplary practices - "resource pool"
- Organize Storefront sessions for sharing program and strategies and for building networks among teachers
- Develop a video library of exemplary practices and resources
- Organize inservice sessions, e.g., cooperative learning strategies
- Provide ongoing support for teachers by setting up structures for peer coaching, mentoring, etc.
- Consider the development of area curriculum units based on the core curriculum and learning outcomes in cooperation with the Transition Years Development Committee

Accountability

- Area Supervisor meets with Superintendent of Schools to review the Transition Years component of the Area Plan (Target Date: First week of December, 1992)
- Area Supervisor continuously monitors, assesses and updates the plan, as required.
- Area Supervisor submits a status report to the Superintendent of Schools for discussion with the Superintendent of Program by May 31, 1993 in order to plan for 1993-94.

TRANSITION YEARS: GUIDELINE FOR PLANNING

TRANSITION YEARS DEVELOPMENT COMMITTEE

MANDATE:

- To develop a system framework for Transition Years curriculum with integrated staff development.

COMPOSITION:

Transition Years Coordinator
Chair of Secondary School Development Committee
2 Area Representatives on each sub-committee
French Language Unit Representative
2 Program Department Representatives on each sub-committee
Staff Development Representative on the Staff Development Sub-committee
H.S.S.P.C. - Representative (e.g., P.D. Chair)
H.P.A. - Representative (e.g., P.D. Chair)

FUNCTIONS:

Preparation:

- Review "The Transition Years Discussion Paper" and Policy Program Memorandum No. 115, June 15, 1992
- Review the Ministry and other Pilot Projects
- Review the framework for provincial benchmarks and the examples in Mathematics & English (when completed)
- Review the appropriate sections of the Secondary School Study Report

Communication

- Ensure flow of communication among all groups working on the Transition Years
- Provide regular updates to the Program Management Committee

Coordination & Support

- Coordinate and support Transition Years initiatives in the Areas

Accountability

- The Transition Years Coordinator and Chair of the Secondary School Development Committee report to the Superintendent of Program

Curriculum Sub-committee

- Develop, in collaboration with the Program Department, an image of the Transition Years (learner, curriculum and roles)
- Review current curriculum according to new policy
- In collaboration with Program Department Coordinators, develop the learning outcomes in grades 7-9 based on:
  - the Criteria for School Programs and Services outlined by the Ministry
  - the "essential outcomes" of the four subject areas
  - seven common essential learnings across all the curriculum *(Appendix II)*
- Work cooperatively with the Staff Development Sub-committee to design appropriate inservice opportunities for teachers on the content and methodology needed for the core curriculum
- Work cooperatively with the School Organization Sub-committee to investigate organizational models to best deliver program
- Work cooperatively with Faculties of Education in their pre-service programs to share information and expertise, and to assist more directly in the training of their candidates
- Include program accountability at all levels
- Assist in the inservice of curriculum writers
- In curriculum development, balance involvement of Program Department, Heads of Departments and secondary and middle school teachers.

TRANSITION YEARS DEVELOPMENT COMMITTEE
CONT. PG. 2

Staff Development Sub-committee

- support School and Area Transition Teams in their plans (by providing resources, networks, etc.)
- coordinate Transition Years P.D. activities
- provide opportunities for inservice with an integrated practicum
- work cooperatively with the Program Sub-committee to collate resource bank of exemplary practices
- integrate suggestions for Staff Development from the Middle School Staff Development Sub-committee
- in cooperation with the Curriculum Sub-committee, provide opportunities for teachers to learn about the content and methodologies of the core curriculum.

School Organization Sub-committee

- Redesign the course calendar for 1993-4
- Work cooperatively with Curriculum Sub-committee, principals' associations and federations to design models of school organization to best deliver program
- Investigate the research and pilot projects for models:
  - organization of time
    - blocking of the year (e.g., quadmesters, semesters, modules)
    - scheduling (school day - length of periods, number of periods, block time, rotary, co-curricular time, advisor time)
    - "teacher time" ("subject - discreet time" team planning time, cross-grade planning, cross-disciplinary planning and teaching
    - inservice time -- cross panel; cross-school
    - curriculum (core, subject discipline, options, extension)
    - student support (advisor program, guidance services)
    - flexible timetabling for exceptional students
    - minimum number of hours of instruction

  - grouping of students
    - homogeneous/hetrogeneous
    - school within a school (cohorts, teams)
    - location in school building
    - Integration/withdrawal of exceptional and E.S.L. students

  - leadership roles in schools

TRANSITION YEARS ADVISORY COMMITTEE

MANDATE

- To build communication links with the community

COMPOSITION:

Assistant Superintendent of Program (Chair)
Area Transition Years Team Representatives (4)
Brock University Representative
Chamber of Commerce Representative
E.S.L./E.S.D. Consultant
H.P.A. President
H.S.S.P.C. President
H.T.F. President
Home and School President
Industry-Education Council Representative
McMaster University Representative
Mohawk College Representative
O.S.S.T.F. President
Student Representatives
S.E.A.C. Chair
Transition Years Coordinator
Trustee Representative

FUNCTIONS:

Meet regularly to address the mandate.
Through the representative members provide ongoing communication within the system and the community.
Receive and provide information and feedback to support the Transition Years initiatives in the system.
Provide a link to community resources.

POLICY/PROGRAM MEMORANDUM NO. 115
JUNE 15, 1992
SUMMARY

"In the fall of 1992, the ministry will be releasing draft curriculum documents that will include core learning outcomes for all students in programs up to and including Grade 9. These documents will include a technological education component from Junior Kindergarten to the end of Grade 9."

"In September 1993, the following policies will come into effect:

* The program for Grades 7, 8, and 9 shall be organized according to core learning outcomes and to an appropriate range of optional learning outcomes that can be achieved through activities that extend the depth and breadth of the core curriculum.

* The minimum amounts of instructional time that are given in section 3.4 of Ontario Schools, Intermediate and Senior Divisions (Grades 7-12/OAC): Program and Diploma Requirements, 1989, revised edition (OSIS), for each study area in Grade 7 and 8 will no longer apply.

* No credits shall be assigned to the program offered in Grade 9.

* The organization of classes or courses from Junior Kindergarten to the end of Grade 9 shall not be determined according to perceived student ability. The needs of individual students may be accommodated through flexible groupings within and across classes and through an appropriate range of placements for exceptional pupils.

* The Grade 9 program shall no longer be organized according to the levels of difficulty, which are defined in OSIS.

Implementation of the new curriculum for Grades 7, 8, and 9 shall begin no later than September 1993, and full implementation must be accomplished within three years.

PROVINCIAL BENCHMARKS: Provincial benchmarks are standards by which Ontario students' performance with respect to learning outcomes will be evaluated at certain stages in the students' education. Benchmarks will be used in Provincial Reviews to evaluate achievement of learning outcomes at the provincial level. They may also serve as reference points for local program reviews.

THE TRANSITION YEARS: DRAFT INTERNAL DISCUSSION PAPER FEBRUARY, 1992 SYNOPSIS

THE RESTRUCTURING OF EDUCATION: To meet the demand for public accountability and to adapt to demographic, social and economic change all aspects of the education system, from Junior Kindergarten to the end of secondary school, are being reviewed as part of the restructuring of education initiatives. All of these initiatives are based on a commitment to consultation; a new focus on equity; an integrated approach to meeting the needs of children, youth, adults, and families; and greater accountability." (p.3)

For The Transition Years, Grades 7, 8 and 9, the government is mandating a common curriculum "that will provide all students with the opportunity to acquire the knowledge, attitudes, and skills most valued by society."(p.4)

Beliefs that guide the change:

Equity: "Ontario has a diverse ethnocultural, racial and linguistic population. Public education must serve the interests of all of these people, and all students must have equal access to learning opportunities so that they can develop to their full potential and become contributing members of society... While *equality* means treating everyone in the same way, *equity* involves the removal of systemic barriers so that everyone has a fair opportunity to succeed."(p. 5)

Lifelong Learning: "Changes in technologies, job opportunities, and lifestyles require an increased adaptability, flexibility, and ability and motivation to learn...Many young people leave school before acquiring the skills and attitudes required for lifelong learning. This has serious consequences for their personal economic status, for the economy, and for society in general." (p. 5)

Openness: The Ministry of Education is committed to listening to a full range of voices and views, "particularly those not previously heard. "(p. 6)

Accountability: "Accountability starts at the provincial level and is a shared responsibility...The Ministry is responsible for evaluating student achievement and program quality on a provincial basis and for reporting the results to the public. Defining essential outcomes and measuring these outcomes through the use of benchmarks, as part of the provincial review process, provides greater clarity and coherence." (p. 6)

An integrated approach: "The Ministry of Education is committed to encouraging and facilitating greater co-operation among schools, parents, students, community agencies, and other ministries to help the Ontario educational system better meet these diverse needs."(p. 6)

THE PURPOSE OF THE SCHOOL: "The mandate of the school is to enable all learners to develop to their full potential and acquire the values, attitudes, knowledge, and skills that will allow them to contribute in a responsible manner to a healthy society and a sustainable ecomony."(p. 7)

It is expected that the curriculum for adolescents will develop the following qualities:

- an intellectually competent and motivated person
- a healthy person
- a responsible citizen
- a caring and ethical person in personal and social relationships
- a person enroute to a lifetime of meaningful work, and
- a person committed to and capable of lifelong learning (p. 11)

CRITERIA FOR SCHOOL PROGRAMS AND SERVICES:

* ***Balance***
- broad range of learning experiences (intellectual, emotional, social, physical and spiritual).
- among four areas of study (arts; language; mathematics, science, and technology; and self and society)

- variety of teaching strategies, learning materials and assessment strategies

* ***Collaboration*** –home, school and community
  - elementary and secondary teachers
  - school organizational structures that enable collaborative planning of learning activities
* ***Equity*** - "All learners regardless of race, gender, socio-economic class, ethnicity, faith, disability, or language should have access to all programs and services and the appropriate time and resources to achieve their personal best." (p. 12)
* ***Entitlement*** - "All individuals are entitled to have their personal experiences and their cultural heritage valued within a framework of principles that reinforces human rights and responsibilities." (p. 13)
* ***Holistic*** - "School environment, programs, and services should facilitate connections between the school and the community, among subject areas, and between and among learners and teachers."(p. 13)
* ***Learner focus*** - programs and services should be based on the characteristics and needs of the adolescent
  - learning environments should be safe, and facilitate a sense of belonging, self-worth and and responsibility for self and others
  - organizational structures such as block timetabling and "schools within schools" allow for greater integration of knowledge
* ***Relevance*** - "The curriculum should prepare students for leisure, family life, community life, citizenship in both Canada and the global community, future studies, and the workplace." (p. 13)
  "The curriculum should reward a wide range of intelligence, learning styles and talents"(p. 13)
* ***Resource Richness*** "All relevant community resources should be utilized, and the integration of services that focus on the social, emotional, and intellectual needs of the adolescent should be encouraged." (p. 14)
* ***Quality*** - "The expectations for all learners should be high and should conform to the expected learning outcomes. Appropriate support structures should be in place to provide all learners with the opportunity to achieve these outcomes." (p. 14)

SPECIAL EDUCATION: The integration of exceptional pupils into local community classrooms should be the norm in Ontario, wherever possible, when such a placement meets the pupil's needs and when it is according to parental choice." (p. 16)

THE COMMON CURRICULUM: "The Ministry of Education is committed to removing systemic barriers and to providing all students with access and opportunities to achieve the outcomes that are considered essential for all students.This means that there will be a common curriculum for all students until the end of Grade nine. Beginning in 1993, the existing levels of difficulty (Basic, General and Advanced) and the credits that describe Grade 9 programs will no longer be used." (p. 17)

"School boards are responsible for developing programs and services to achieve the learning outcomes described on pages 30-39. The curriculum development, implementation and review process used to achieve these outcomes must be based on the criteria described on pages 12-17. Establishment of time allocations for the common curriculum and the provision for additional programs are the responsibility of the school board." (p. 17)

The essential outcomes are based on expectations that are (a) common across the curriculum and (b) unique to each of the subject areas.

All subjects and subject areas focus on developing knowledge, skills and values in the following areas:

1.1 Communication and Numeracy
1.2 Aesthetics
1.3 Global/Environmental Perspectives
1.4 Personal/Social Well-being and Citizenship
1.5 Thinking, Acting, Reflecting
1.6 Technological Competence
1.7 Work/Career Exploration

Essential knowledge, skills and values that are unique to a subject or subject areas are grouped as follows:

2.1 Arts (Dance, Music, Visual Arts, and Dramatic Arts)
2.2 Language (English and French as a Second Language)
"A Native language course must be offered when parents of fifteen or more children request it. [p.25])
2.3 Mathematics, Science, and Technology
2.4 Self and Society
Business Studies,
Family Studies,
Geography,
History, Physical and Health Education

ELECTIVE PROGRAMS

* Religious Education
* Education About Religion
* Extended French
* French Immersion
* Native Languages
* Specialized Programs in any one of the four subject areas that are part of the common curriculum
* English as a Second Language and English Skills Development

EVALUATION, ASSESSMENT AND REPORTING

"School boards are responsible for the evaluation, assessment and reporting of students' progress....A description of the school program including the expected outcomes and the evaluation strategies should be accessible to staff, students, parents and other members of the community." (p. 41)

Promotion to the Specialization Years -

Students will be promoted to the Specialization Years on the basis of their achievement of the essential outcomes at the end of the Transition Years. On-going evaluation throughout the Transition Years and appropriate and timely remediation should enable most learners to achieve the outcomes in three years.(p.41)

 Referred by 1992 09 17 Board

Minister
Ministre

Ministry
of
Education

Ministère
de
l'Éducation

~~(416) 965-6277~~

(416) 325-2600

Mowat Block
Queen's Park
Toronto, Ontario
M7A 1L2

Édifice Mowat
Queen's Park
Toronto (Ontario)
M7A 1L2

August 5, 1992

K. A. Rielly
Director
The Board of Education for
the City of Hamilton
PO Box 2558
Hamilton, Ontario
L8N 3L1

Dear K. A. Rielly,

Thank you for your May 22 letter about the mandatory provision of Junior Kindergarten by September 1994.

I have received a number of letters from board officials and municipal representatives about this matter. In the past few months, I have also discussed the issue with many groups and individuals.

As I said on April 29, in my statement to the Legislature on Education Reform in Ontario, education reform proceeds from this government's commitment to excellence, equity, accountability, and partnership. The mandating of Junior Kindergarten programs in 1994 reflects this commitment to equity for every student.

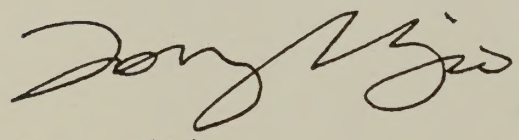
Also in that statement, I mentioned that the ministry will work with boards that put forward serious alternative proposals on Junior Kindergarten that meet community needs. Indeed, we are doing just that with the Grey County Board of Education.

On May 26, Bill 20, An Act to amend the Education Act, received First Reading in the House. This Bill requires school boards to operate Kindergarten programs after August 31, 1992, and Junior Kindergarten programs after August 31, 1994.

.../2

I hope that in the coming months, we can resolve questions about the province-wide implementation of Junior Kindergarten.

Sincerely,



Tony Silipo
Minister

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario
1992 10 06

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

(a) That the following trip requests be approved:

(i) OFSAA Championships, Grades 9-OAC, Girls' Field Hockey, Toronto, 1992 11 05-07 (Thursday to Saturday)

(ii) OFSAA Championships, Grades 9-OAC, Boys' Volleyball, Etobicoke, 1992 11 27-28 (Friday to Saturday)

(iii) OFSAA Championships, Grades 9-OAC, Girls' Basketball, Brantford, 1992 12 03-05 (Thursday to Saturday)

(iv) OFSAA Championships, Grades 9-OAC, Nordic Skiing, Haliburton, 1993 02 22-23 (Monday to Tuesday)

(v) OFSAA Championships, Grades 9-OAC, Girls' Volleyball, Scarborough, 1993 03 10-11 (Wednesday to Thursday)

(vi) OFSAA Championships, Grades 9-OAC, Boys' Hockey, Dryden, 1993 03 25-27 (Thursday to Saturday)

(vii) OFSAA Championships, Grades 9-OAC, Gymnastics, Lindsay, 1993 04 30-05 01 (Friday to Saturday)

(viii) OFSAA Championships, Grades 9-OAC, Badminton - Sr/Jr, Port Colbourne, 1993 05 07-08 (Friday to Saturday)

(ix) OFSAA Championships, Grades 9-OAC, Boys' Soccer, East York, 1993 06 03-05 (Thursday to Saturday)

(x) OFSAA Championships, Grades 9-OAC, Track and Field, Oshawa, 1993 06 03-05 (Thursday to Saturday)

(xi) OFSAA Championships, Grades 9-OAC, Girls' Soccer, Richmond Hill, 1993 06 03-05 (Thursday to Saturday)

(xii) OFSAA Championships, Grades 9-OAC, Boys' Baseball, Toronto, 1993 06 04-05 (Friday to Saturday)

Respectfully submitted,

K. A. Rielly,
Director of Education
and Secretary

cv

UMBRELLA FAMILY AND CHILD CENTRES OF HAMILTON
100 Main St. W., Hamilton, Ontario L8N 3L1 Telephone (416) 527-5092

October 6, 1992

TO: The Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen,

Thank you for allowing us to appear before the Committee to share information with you about Umbrella Family and Child Centres of Hamilton, which provides high quality child care in Hamilton Board of Education facilities.

Included in this package, please find

- Umbrella Fact Sheet
- Financial Fact Sheet
- 1992 Budget
- 1992 Fee Schedule
- Enrolment Chart

Respectfully Submitted,

Judith L Bishop

Judith Bishop,
Chairperson

UMBRELLA FACT SHEET

- Umbrella currently operates 8 centres serving 330 children aged 18 mos. – 10 yrs.
- Umbrella employs approximately 45 staff. 25 of these are Early Childhood Educators who belong to CUPE Local 3491.
- Umbrella ECE staff make approximately $11/hr, with very basic benefits.
- Umbrella staff work closely with Family Studies teachers, providing hands-on learning in parenting and child development. In 1992-93, 290 Grade 11 Parenting students, 50 middle school Family Studies students and 40 Co-op Education students used Umbrella centres.
- Umbrella staff work closely with JK and SK teachers, sharing resources, in-services, and playground space to enhance the care and education offered to children who attend both programs.
- Umbrella parents play a major role in day-to-day decision-making as a result of their participation on the centre advisory committees.
- Umbrella provides care to approximately 50 children whose parents are students of the Hamilton Board of Education.
- Our Umbrella model is recognized by the Ministry of Community and Social Services as exemplary, and is being copied or considered by at least 4 other school boards in the province.

UMBRELLA BOARD MEMBERS

John Aquin, Parent Rep.
Judith Bishop, Trustee (Chairperson)
Angela Dauda, Association for Early Childhood Education
Sandy Hill, Trustee
Ann McDonald, Parent Rep.
Mary O'Brien, Department of Public Health (treasurer)
Jennifer Powell-Fralick, Childcare Program Leader (secretary non-voting)
Lesley Russell, Co-ordinator, Community Information Services
Al Stockwell, Associate Director
Brian Webster, Chairman, ECE and Recreation Studies
Janis Webster, Early Childhood Integration Support Services
Linda Woolfrey-Cooper, Co-ordinator, Family Studies

ADVISORS TO UMBRELLA BOARD

Shelagh Simpson, Co-ordinator, Early Years
Jane Soldera, Director, Regional Social Services
Wilma Van Staalduinen, Program Adviser, Ministry of Community and Social Services

UMBRELLA FAMILY AND CHILD CENTRES OF HAMILTON
100 Main St. W., Hamilton, Ontario L8N 3L1 Telephone (416) 527-5092

FINANCIAL FACT SHEET

Sources of Revenue:

- Subsidies (from Regional Social Services, to cover fees for parents who are unable to pay themselves) ..... approx. 60%
- Parent Fees ..... approx. 35%
- Parent Fundraising ..... approx. 5%

100%

Other Grants (from Ministry of Community and Social Services)

- Salary Enhancement Grants
  approx. $400,000 annually
- Start-up funding for new centres – as required
  (80% of total costs)

UMBRELLA FAMILY & CHILD CARE 1992 BUDGETS (SUMMARY OF CENTRES BUDGETS)

	TOTAL BUDGET	PRE-SCHOOL (200) 1992 BUDGET	CHILD/DAY	ELEMENTARY SCHOOL-AGED ANNUAL	CHILD/DAY	TODDLERS (20) ANNUAL	CHILD/DAY
EXPENSES							
Salaries & Benefits	$1,091,260.55	$844,560.30	$17.03	$114,501.44	$5.82	$132,198.81	$26.66
Supervisor							
Teacher(s)	$831,231.21	$643,320.32	$12.97	$85,260.89	$4.34	$102,650.00	$20.70
Cook	$75,969.24	$59,158.44	$1.19	$9,796.80	$0.50	$7,014.00	$1.41
Casual Staff	$83,123.13	$64,332.04	$1.30	$8,526.09	$0.43	$10,265.00	$2.07
Benefits	$100,936.97	$77,749.50	$1.57	$10,917.66	$0.56	$12,269.81	$2.47
Staff Development	$6,995.50	$5,515.50	$0.11	$800.00	$0.04	$680.00	$0.14
TOTAL STAFF COSTS	$1,098,256.05	$850,075.80	$17.14	$115,301.44	$5.86	$132,878.81	$26.80
PROGRAM EXPENSES							
Food	$105,400.00	$77,984.30	$1.57	$19,600.00	$1.00	$7,815.70	$1.58
Crafts/Toys	$25,000.00	$9,730.00	$0.20	$14,000.00	$0.71	$1,270.00	$0.26
Equipment-under$1000	$20,600.00	$16,381.50	$0.33	$2,400.00	$0.12	$1,818.50	$0.37
Equipment-over$1000	$548.00	$490.04	$0.01	$32.00	$0.00	$25.96	$0.01
Kitch./Health/Laund.	$5,224.00	$4,168.92	$0.08	$640.00	$0.03	$415.08	$0.08
Field Trips	$9,500.00	$3,160.50	$0.06	$6,000.00	$0.31	$339.50	$0.07
Staff Travel	$2,050.00	$1,465.50	$0.03	$400.00	$0.02	$184.50	$0.04
Miscellaneous	$3,634.50	$2,729.50	$0.06	$400.00	$0.02	$505.00	$0.10
TOTAL PROGRAM EXP.	$171,956.50	$116,110.26	$2.34	$43,472.00	$2.21	$12,374.24	$2.50
ADMINISTRATION EXPENSES							
Office	$3,080.01	$2,437.58	$0.05	$400.00	$0.02	$242.43	$0.05
Telephone	$5,500.00	$4,355.00	$0.09	$640.00	$0.03	$505.00	$0.10
Repair & Maintenance	$3,500.00	$2,760.50	$0.06	$400.00	$0.02	$339.50	$0.07
Lic./Insur./Ser.Cont	$18,437.70	$15,263.00	$0.31	$2,400.00	$0.12	$774.70	$0.16
Advertising	$2,400.00	$1,915.50	$0.04	$320.00	$0.02	$164.50	$0.03
Bank Charges	$1,300.00	$1,043.00	$0.02	$160.00	$0.01	$97.00	$0.02
Audit	$7,600.00	$5,520.00	$0.11	$800.00	$0.04	$1,280.00	$0.26
Snow Removal	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Caretaking/Cleaning	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00	$0.00
Emergency Travel	$650.00	$521.50	$0.01	$80.00	$0.00	$48.50	$0.01
Bookkeeper	$38,886.37	$30,907.64	$0.62	$5,260.00	$0.27	$2,718.73	$0.55
Major Repairs	$592.00	$592.00	$0.01	$0.00	$0.00	$0.00	$0.00
TOTAL ADMIN. EXP.	$81,946.08	$65,315.72	$1.32	$10,460.00	$0.53	$6,170.36	$1.24
TOTAL EXPENSES	$1,352,158.63	$1,031,501.78	$20.80	$169,233.44	$8.61	$151,423.41	$30.54

UMBRELLA FAMILY AND CHILD CENTRES OF HAMILTON
100 Main St. W., Hamilton, Ontario L8N 3L1 Telephone (416) 527-5092

1992 FEE SCHEDULE

Adopted February 12, 1992

Toddler (18 - 30 months)	$30.00
Pre-school (31 months - 5 yrs) *includes Junior & Senior Kdgn.	$21.00
Grade Age (6 - 9 yrs)	
Full Day Rate	$18.00
Before & After School	$ 9.00
Before School	$ 4.00
After School	$ 7.00
Half Day Pre-school *less than 3 hrs/session, lunch not included	$11.00

==========

NOTE: Effective March 30, 1992, fees must be paid in advance for all days a child is enroled in the centre regardless of absences due to illness, statutory holidays, vacation periods, or miscellaneous causes. Fees will also be payable if the centre is closed due to emergency conditions for periods of two days or less.

UMBRELLA FAMILY AND CHILD CENTRES OF HAMILTON
100 Main St. W., Hamilton, Ontario L8N 3L1 Telephone (416) 527-5092

UMBRELLA CAPACITY, ENROLMENT, AND NUMBERS ON SUBSIDY
September 27 1992

centre	capacity	enrolment	nos on subsidy	waiting list needing subsidy
Gordon Price	47	32	20	yes
Helen Detwiler	47	47	21	yes
Sir Wilfrid Laurier	62	52	45	yes
Lincoln Alexander	62	50	40	?
Southview Briarwood	re-opening October 4	-	-	--
Sir Winston Churchill	34	32	26	yes
Scott Park	32	16	14	yes
Hill Park	26	22	14	yes
totals	326	251	180	

AGENDA
'IONS MANAGEMENT COMMITTEE
1992 11 10

Confirmation of the minutes of the 1992 10 06 meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re Waiting List for Psychological Testing - **Pages 1 to 3**
2. Status Report re Integrated Information System - **Pages 4 to 10**
3. Site-Based Management - Requested by Trustee Cunningham

NEW BUSINESS:

1. Interim Financial Status Report, 1992 09 30 - **Pages 11 to 17**
2. Exchange of Lands with the City of Hamilton in the Sheldon Neighbourhood Block 84 - **Pages 18 to 20**
3. City of Hamilton Levy Payments to Boards of Education - **Pages 21 to 27**
4. Ministry of Education Memorandum re Capital Funding Proposal - **Pages 28 to 32**
5. Appointment of Architects - Capital Projects - **Page 33**
6. Accommodation Report Update and Preparation for 1993 Edition - **Pages 34 to 39**
7. Employer/Client Payments for Medical Reports, legislated for January, 1993 - Requested by Trustee Orban
8. Report of the Special Education Advisory Committee - **Page 40**

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials re Educational Assistants (requested by Board 1992 09 17) - Review, Reporting, Allocation and Monitoring - **Pages 41 to 47**

NEW BUSINESS:

1. Recommendations of the Director of Education - **Pages 48 and 49**
2. Presentation by SCASH (Students Concerned About Sexual Health) re condom machines in secondary schools **Please refer to attached package**
3. Multi-Age Groupings - Requested by Trustee Cunningham

Education Centre
100 Main Street West
Hamilton, Ontario
1992 11 10

To the Chairman and Members of the
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Waiting List for Psychological Testing

Attached is the report on the Waiting List for Psychological Consultants which includes the following:

- General Information (Area/System)
- Information on Time Usage
- Other Statistics
- Recommendations to Decrease Waiting List

Recommendation

That the procedures outlined in the report be received for information.

Prepared by: Dr. M. Bountrogianni
Chief Psychologist

Submitted by: E. G. Bond
Superintendent of Program

Approved by: K. A. Rielly
Director and Secretary of the Board

REPORT ON THE WAITING LIST FOR PSYCHOLOGICAL ASSESSMENTS

GENERAL INFORMATION (AREA AND SYSTEM)

Area	#of FT permanent Consultants	Waiting list as of November 1992	Assessments Completed 1991-92
1	2.3	46	171
2	1.8	57	92
3	2.7	89	173
4	1.7	54	154 (had temp.assist)
Secondary	1.0	36	75
French	0.5	9	incl. in Area 1
*Gifted	1.0	2	37
**Chief Psychol.	1.0	--	5
Totals	12	293	707

* Gifted Consultant coordinates city-wide screening for Gifted Program (includes group and individual assessments)

**Chief Psychologist supervises consultants, reads and signs every assessment report, screens/assesses suicidal/depressed students

INFORMATION ON TIME USAGE BY PSYCHOEDUCATIONAL CONSULTANTS (MAY 1992)

Assessment -	40-65% with a range of 5-7 students tested
Darts/IPRCs-	15-40% with a range of 5-40 students "Darted" and 3-25 students IPRC'd
Other (inservices,etc.)	1-30%

OTHER STATISTICS

The number of NEW referrals has decreased by 19% from September 1991 to September 1992 and by 25% since September 1986. This may be attributable to the increased use of the DART as a pre-referral process.

The waiting list has varied from 259 to 394 since 1986 and is presently at 293 (Nov. 1, 1992).

RECOMMENDATIONS TO DECREASE WAITING LIST

1. The Chief Psychologist meets with the Area Supervisors and the psychoeducational consultants to discuss appropriate expectations for the number of assessments completed per month.

2. Review the current practices for pre-referral consultation in each Area.

3. Decrease the amount of driving to the psychology department by the use of modems where an area consultant or secretary can type a report and it will then be printed on a printer in psychological services for reading, signing, central indexing and mailing. This needs to be explored with Computer Services.

Integrated Information Systems

Status Report

INTRODUCTION

On January 7, 1992, the Board approved the IIS (Integrated Information Systems) Strategic Plan Report. This plan recommended building a series of integrated student, employee and financial systems to support the planning and daily operational needs of the trustees, schools and administration.

Estimated Savings and Benefits

Section 5 in the report identified six major potential areas of savings and benefits that can be realized when the systems are successfully installed, and are important to the Board in this time of restraint. The areas included:

1. Improved accountability
2. Cost effectiveness/revenue enhancement
3. Improved productivity
4. Better decision making
5. Faster response
6. Expanded services

Preliminary Schedule

The preliminary implementation schedule started in 1992 and will continue through 1995 before all the systems are operational (see exhibit 1, reproduced from original report).

Budget Estimates

The budget was comprehensive and involved estimates for hardware, software, communications, systems staff, training, etc., over the next five year of (see exhibit 2, reproduced from original report):

- 1992 $376,000
- 1993 $1,737,000
- 1994 $1,464,000
- 1995 $1,489,000
- 1996 $1,389,000

Progress Report Format

The Board approved the budget for 1992, but asked for a progress report to OMC prior to approving the 1993 estimates. This report addresses that request and covers the following topics:

- EIS (Employee Information System) Status
- FIS (Financial Information System) Status
- SIS (Student Information System) Status

Progress Summary

The execution of the project implementation plan has progressed relatively close to plan despite some major challenges:

- downsizing in both client departments, schools and Computer Services
- strike of plant staff which has partially diverted the attention of senior/supervisory staff
- summer vacations

Despite these challenges, the following key accomplishments have been achieved:

+ Phase 1 of the EIS (Employee Information System) and the FIS (Financial Information System) are proceeding according to schedule.

+ Four project teams - two in Human Resources and two in Plant have almost completed the streamlining of four key processes in their areas

+ Preliminary progress has been started on phase 2 of FIS

+ Acquisition of new computer tools and resources, plus training of systems staff

We have deferred the 1992 planned acquisition of major hardware until 1993 pending the resolution of the 1993 budget difficulties (see heading Managerial Issues below for further details)

Managerial Issues

1993 Budget

Difficulties related to the development of the 1993 Budget need not be repeated here. The present strategy is to evaluate how we might most effectively reduce the effect of the IIS project on the 1993 and subsequent budgets, without jeopardizing the project as a whole. Four basic methods are being used to reshape the IIS budget; reducing hardware acquisitions, delaying 1993 acquisitions, lengthening leases and extending the overall implementation plan. The mixture that produces the best result will depend on the amount the IIS project will have to contribute to the overall budget reduction required.
Prior to the adoption of the 1993 budget estimates, a report outlining a proposed IIS budget revision will be presented at Budget Review.

Resources

In the approved IIS strategic plan there was provision for the addition of two positions in Computer Services to support the growth in both hardware and software inventories. During 1992, Computer Services along with all other administrative areas, experienced staff reductions due to downsizing (two positions). This resource issue (along with the budget difficulties) places the approved Implementation plan in extreme jeopardy.
Stated simply, all areas are turning to Computer Services demanding help in solving their problems with regard to the implementation of Information Processing technology. Computer Services does not have adequate resources to meet these demands in the timeframes required. Various strategies are being explored to alleviate the problem including term appointments and University Co-op students.

The resource issue will be addressed as part of the Budget process. Although there may be an overall reduction in the 1993 IIS budget request, this reduction will include an allowance to address the staff resources issue.

Employee Information System (EIS)

The EIS represents our oldest computerized information system, parts of which were written in 1968. The development of a truly integrated system of employee data, arguably represents our greatest challenge as it must satisfy an extremely varied list of specific functions (payroll, staffing, benefits, pensions, sick leave, absence reporting, workers compensation etc.). The design of this system is well underway.

An application development team including representation from all areas with a stake in employee information has been meeting regularly to map out the information needs, functions and reporting requirements for their areas. The efforts began with an intensive period of all day 'Joint Application Development' sessions conducted by an application development specialist from IBM. With the collection of information needs and required functions numerous data modelling sessions were held with the individual client areas. From this process the database content and structure has been designed and implemented using newly acquired database software.

The programming section has now completed the system prototype for review by the various client groups. This will involve reviewing the actual information screens that the clients will see online as they access information and perform various functions.

While the design of the Employee database structure is the primary objective, the first real application to be developed will be employee absence reporting. Instead of filling out forms and sending them to Human Resources, all sites will report employee absence online. Other than the SIS, this will be the first incursion into school and administrative offices of a true online updating application. Beyond the technology involved, the greater problems can be in training and indoctrination in the new methods and the accountability they will bring with them. To this end, Human Resources staff are preparing in-service sessions and procedural guidelines for staff that will be using the system.

Other key functional areas in the design phase are Payroll, staffing and benefits. It is expected that there will be production implementations for these key areas in 1993.

Financial Information System (FIS)

The adoption of IIS Strategic Plan by the Board provided the necessary commitment to an innovative direction in both the methods and procedures of collecting information for administrative and reporting purposes. Much of today's criticism emanates from the frustration on behalf of those seeking financial information and those who diligently accommodate increasing requests. Collectively, these frustrations can be attributed to a financial system, which despite the significant impact of computing technology, has remained static over the past few decades. Should the implementation plan proceed as scheduled, it will be these antiquated systems and methods that will be replaced by 1996. It will be at this point that the true benefits of financial information sharing will be derived.

Accomplishments

Presently, a great deal of time and energy is being expended to develop the plans for a financial foundation with a focus on providing a dramatic improvement in the speed of data processing, automated controls, and on-line access to instantaneous information in a significantly different format. This potential cannot be realized without effecting major alterations to our present financial systems and the culture in which we operate.

Phase 1 of the Financial Information System (F.I.S.) was initiated during the second quarter of 1992 and required a commitment to the Payroll system. One of the most vulnerable and limiting systems, Payroll has received the resource attention necessary to identify new requirements and create designs that not only compliment, but forms an integral part to the evolution of the Employee Information System (E.I.S.). It is also this development concept that will contribute to the criteria for the development of the F.I.S.

Phase 2 has begun mainly with an exploratory review of the existing systems. Some of our most significant effort to date has focussed on:

- identifying constituent groups and associated membership across the system that have and will continue to provide invaluable input regarding financial information needs
- a preliminary review of some eight thousand accounting records for purposes of remodelling into a format that will eventually capture each transaction by area of responsibility, e.g., schools, departments and to a degree, program
- a restructuring of methods and procedures that now provides processed financial information to a limited number of users on a 24 hour updated basis
- pilot testing by five school of on-line access to their financial transactions. It is anticipated that all schools will have access to their financial information by January 1993. This will phase out thousands of report pages produced annually for school administration purposes
- preliminary testing of electronic downloading of selected financial information from the mainframe computer to personal computers for further spreadsheet application processing
- reviewing labour intensive processes in an effort to streamline practices where appropriate

As Phase 2 of the project gathers momentum, current independent systems such as Budget, Purchasing, Accounts Payable and Receivable, Assessment, Work Orders, Energy, Transportation, Warehousing, Property and Insurance to name a few, will be restructured to the point of complete integration. To this end, a tremendous investment of staffs' talents and expertise will continue to focus on the optimal goal, by the conclusion of this project, of satisfying information expectations within a reasonable time frame exerting reasonable effort. Having achieved significant inroads in the commitment of resources to the FIS project, the necessary systems development and adaptability to a dynamic environment may not be perceived as expedient. Although with such an undertaking as I.I.S. which involves three major systems, E.I.S., F.I.S., and S.I.S., resources will continue to be expended by the Project Leaders on the basis that compliments the mandates of the Board. However, progress will be influenced by the degree and availability of resources as well as competing priorities. In the short term, access to or requests for financial information will continue to burden staff due to the cumbersome manual process of extrapolation. By incrementally moving to a more sophisticated approach of managing information, there will be a balancing of old systems with new. This changing information environment, coupled with a reduced staff complement will impair the ability to satisfy needs until technology and processes eventually come of age. To conclude, Finance in partnership with all clients have initiated encouraging steps **to begin the development** of a fully integrated financial information system.

Student Information System (SIS)

The SIS is the only Board system that was expressly developed for the online environment with all schools sharing a central database. First implemented in the composite secondary schools, the system

was in all city schools by 1988 and continues to evolve as a valuable source of all student related information.

In August a pilot program was instituted in three composite secondary school Guidance departments. The program had been in development over the last two years and involves each guidance counsellor having a terminal for the purpose of developing optimum individualized timetables for students. In addition, as the timetables are developed each counsellor can monitor class sizes in real time and effectively balance class loading. All three schools judged the pilot an unqualified success. Most other schools have now indicated a desire to participate. This will be done as soon as IIS funds are approved for the necessary workstations (1993 Budget).

Benefits that accrue have been highlighted by the schools involved in the pilot:

- Faster processing of students during the first week of school (more time for counselling, less required for 'figuring out' a timetable)
- Better class size balances
- Immediate update of all records eliminating paper flow
- Counsellors can now have access to OSR information (all credits and courses) online
- Counsellors will become PROFS clients (because they now have workstations)

SIS Concerns

In recent months, Computer Services staff have received information related to the 'Transition Years' issue. *If the Transition Years changes are to be implemented as presently projected with regard to timeframe, there will be a significant impact on the IIS project overall.* Changes will be required to many programs to implement the new credit structure, not to mention redesign of Report cards and Student Records. In addition, the secondary vice-principals have indicated their concerns relating to the need for new timetabling methods to satisfy the requirements of year one students. The time to implement the changes required by the Transition Years plan was not foreseen when the IIS schedule was developed.

Conclusion

Although clear progress is being made, budget difficulties and resource issues are a major concern. In January the Board unanimously approved the IIS strategic plan due to a large part on the benefits that were outlined at the beginning of this report. It is expected that support for the plan as a top priority item will continue.

Recommendation

That this report be received for information.

Prepared By: IIS Project Management Team

Approved By: K. A. Rielly, Director of Education and Secretary

Exhibit I *reproduced from original report*

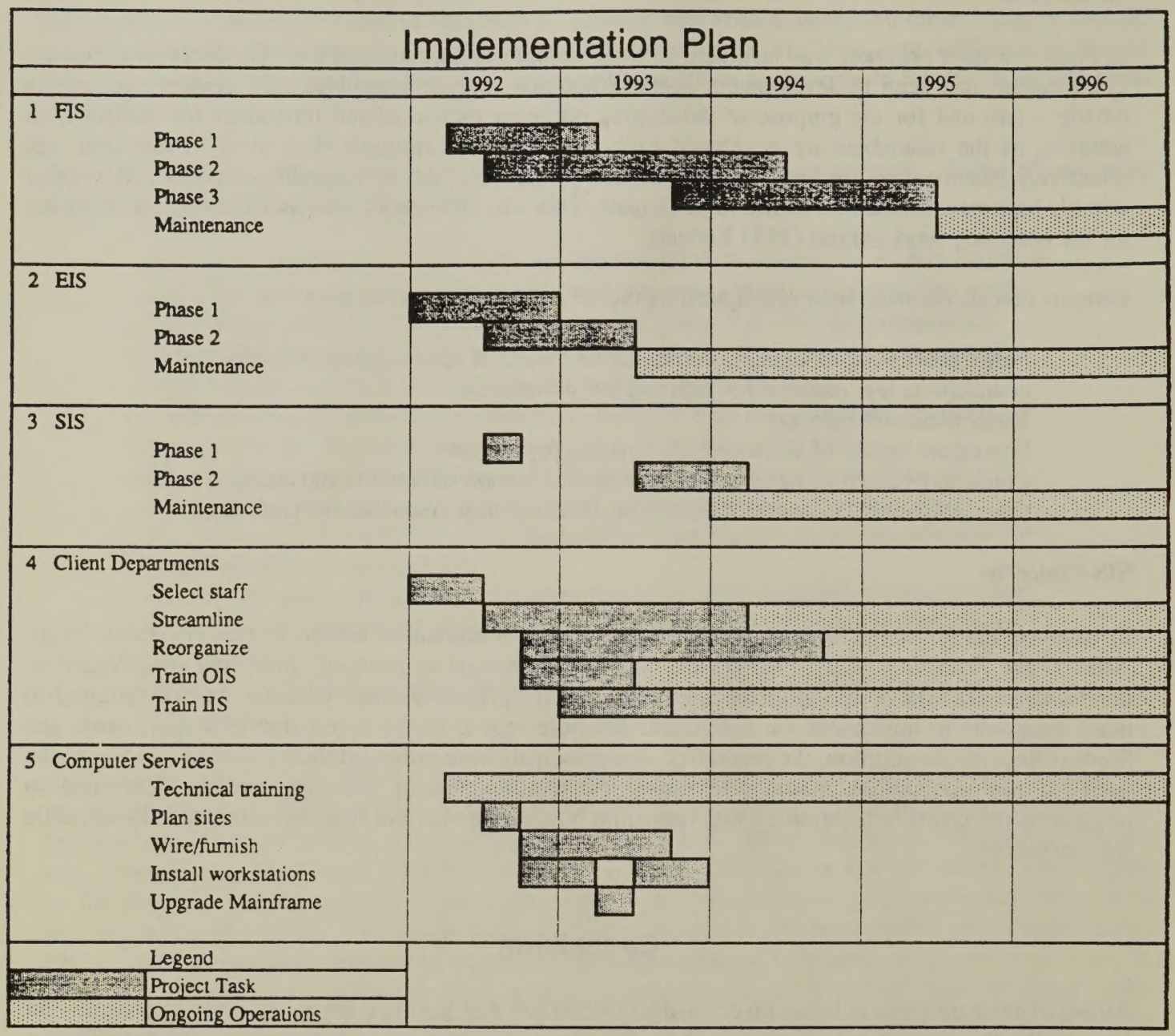


Exhibit 2 *reproduced from original report*

RESOURCE ESTIMATES (Lease Workstations)

RESOURCE	1992	1993	1994	1995	1996	TOTAL	COMMENTS
MAINFRAME	$ 0	120,000	240,000	240,000	240,000	840,000	To handle increased processing load, additional workstations and significantly more complex databases the mainframe will require an upgrade of both memory and disk storage. This upgrade would be scheduled for the summer and therefore is budgeted for only 6 months lease payments in 1993.
MAINFRAME SOFTWARE	25,000	84,000	84,000	84,000	84,000	361,000	The mainframe would require several packaged software systems to handle the integrated environment; - Database storage and retrieval (indexing and query) - Enhanced security facility (mostly due to dial-in) - Auto operations for non-working hours (rather than staff)
NETWORK UPGRADE	0	0	10,000	20,000	20,000	50,000	Due to increased traffic on the data communication network, an upgrade of line speed may be required. This is not a given but must be forseen as a real possibility.
WORKSTATIONS							Workstation equipment prices are based on 48 month lease
SECONDARY OFFICES	23,000	140,000	140,000	140,000	117,000	560,000	84 workstations 36 printers
VOCATIONAL OFFICES	5,000	27,000	27,000	27,000	23,000	109,000	16 workstations 8 printers
ELEMENTARY OFFICES	45,000	270,000	270,000	270,000	225,000	1,080,000	150 workstations 100 printers
SECONDARY GUIDANCE	14,000	82,000	82,000	82,000	68,000	328,000	48 workstations 24 printers
EDUCATION CENTRE	5,000	31,000	31,000	31,000	26,000	124,000	18 workstations 10 printers
AREA OFFICES	3,000	20,000	20,000	20,000	17,000	80,000	12 workstations 5 printers
STAFF ROOMS	0	113,000	227,000	227,000	227,000	794,000	120 workstations 100 printers
WORKSTATION SOFTWARE	5,000	210,000	50,000	50,000	50,000	365,000	$500 per workstation plus $100 per year for upgrades
MAINTENANCE	0	20,000	40,000	40,000	40,000	140,000	Service agreements and repairs
STAFF							
SUPPORT	0	100,000	100,000	100,000	100,000	400,000	2 fulltime training and support staff
REPAIR	0	0	25,000	50,000	50,000	125,000	1 repair technician
UNIV. CO-OP	30,000	20,000	10,000	10,000	10,000	80,000	Setup of microcomputer reporting software
SETUP	5,000	15,000	8,000	4,000	4,000	36,000	Casual help for install and setup
TRAINING & CONVERSION							
TECHNICAL	12,000	15,000	12,000	12,000	10,000	61,000	Computer Services technical courses
OFFICE STAFF	0	70,000	70,000	70,000	70,000	280,000	Casual replacements for staff in training (140 person weeks)
OTHER	204,000	400,000	18,000	12,000	8,000	642,000	Startup costs Renovations to Computer Room and operations area, additional training classroom, renovate support area at 220 Dundurn. Electrical and communication wiring in all buildings (avg $2500). Consulting fees for project training, streamlining. Furniture allowance $300 per workstation
TOTAL	**$376,000**	**1,737,000**	**1,464,000**	**1,489,000**	**1,389,000**	**6,455,000**	

Education Centre
100 Main Street West
Hamilton, Ontario

1992 11 10

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: **INTERIM FINANCIAL STATUS REPORT**
Modified Cash Basis
Nine Month Period Ended September 30, 1992

I am pleased to present the Interim Financial Status Report of The Board of Education for the City of Hamilton. It has been prepared on a modified cash basis. That is, current year expenditures and revenues are generally shown as they are paid or received. Commitments are included in expenditures.

This report, which is not a substitute for the financial forecast, compares the spending patterns for the first nine months of 1992 to the comparable period in 1991.

Total expenditures and revenues are approximately at the same percentage of the total budgets for both years.

Our year-end position will be reported in early March 1993.

RECOMMENDATION:

THAT the Interim Financial Status Report be received for information.

Prepared by: Irene Polidori, Manager, Financial Services
Submitted by: Paul E. Shewfelt, Superintendent of Finance and Treasurer
Approved by: Keith A. Rielly, Director of Education and Secretary

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
FOR THE NINE MONTHS ENDED SEPTEMBER 30, 1992 & 1991

	1992			1991			Note
	Budget	Sept. 30	%	Budget	Sept. 30	%	
EXPENDITURES (000'S):							
Salaries & Wages, Employee Benefits	229,650	156,311	68.1	212,576	145,839	68.6	
Travel, Personnel Training, Bursaries	899	477	53.1	1,303	637	48.9	
Books & Supplies	12,927	8,474	65.6	15,984	10,627	66.5	
Energy Costs	5,212	3,520	67.5	4,838	3,071	63.5	
Replace/New Equipment	1,421	679	47.8	3,702	2,832	76.5	
Debt Charges	2,333	1,763	75.6	1,490	366	24.6	1
Capital from Current, Repairs, & Permanent Improvements	7,825	8,546	109.2	9,144	8,491	92.9	
Rentals, Fees & Contractual Services	9,425	5,612	59.5	9,312	5,125	55.0	
Tuition Fees	3,998	2,278	57.0	3,383	2,125	62.8	
Charge Back of Taxes	2,349	1,762	75.0	1,622	1,217	75.0	
Provision for Reserves & Other	1,353	1,007	74.4	2,526	3,235	128.1	2
TOTAL EXPENDITURES	277,392	190,429	68.6	265,880	183,565	69.0	
REVENUES (000'S):							
Levy for Mill Rate	159,289	118,201	74.2	153,982	116,616	75.7	
Supp. Taxes, T.&T., P.I.L., Surplus, Transfers	13,703	8,178	59.7	10,972	5,487	50.0	
Provincial Grants	83,625	57,789	69.1	81,716	57,284	70.1	
Other Provincial Revenue	1,029	860	83.6	935	893	95.5	
Tuition Fees	16,106	9,214	57.2	15,228	9,588	63.0	
Other Revenue	3,640	3,923	107.8	3,047	3,136	102.9	2
TOTAL REVENUES	277,392	198,165	71.4	265,880	193,004	72.6	

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
NOTES TO THE INTERIM FINANCIAL STATUS REPORT
FOR THE NINE MONTH PERIOD ENDED SEPTEMBER 30, 1992

EXPENDITURES AND REVENUES

Note 1 Debt Charges

In 1992, debt charges include the first annual payment on the debentures received in June 1991.

Note 2 Provision for Reserves & Other/ Other Revenue

a) In 1992, there were no transfers to capital reserves as a result of site sales, whereas in 1991 there were two unbudgeted site sales totalling $ 1,275,000, (Union and Princess Elizabeth schools), income from which is "Other Revenue".

b) The 1992 provision for the Dofasco Assessment Appeal reserve is approximately $ 630,000 less than the previous year which consisted of a provision covering two years.

c) In 1992 a provision to the capital reserve was not made, whereas in the previous year the budget provided for a transfer of $ 250,000 from the revenue fund to the capital reserve.

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT
FOR THE YEARS ENDED DECEMBER 31, 1987 TO 1991

	Actual				
	1987	1988	1989	1990	1991
EXPENDITURES (000's):					
Salaries & Wages, Employee Benefits	145,642	159,074	175,347	196,095	211,210
Travel, Personnel Training, Bursaries/Student Aid	673	881	1,090	1,060	967
Books & Supplies	11,875	14,721	15,450	15,118	15,149
Energy Costs	4,265	4,271	4,422	4,442	4,810
Replacement & New Equipment	2,345	3,570	3,605	2,955	3,634
Debt Charges	2,295	1,568	1,163	1,253	936
Capital from Current, Repairs, & Permanent Improvements	4,142	5,140	10,699	14,700	11,228
Rentals, Fees & Contractual Services	4,880	5,916	7,251	8,161	8,990
Tuition Fees	1,574	1,810	2,436	2,842	3,803
Charge Back of Taxes	1,244	1,494	1,279	1,956	1,622
Provision for Reserves & Other	3,175	5,465	3,913	3,087	3,838
TOTAL EXPENDITURES	182,110	203,910	226,655	251,669	266,187
REVENUES (000's):					
Levy for Mill Rate	105,747	115,543	128,453	152,382	153,988
Refund of Taxes	0	545	0	0	0
Suppl. Taxes, T. & T., P.I.L., Surplus (Deficit), Transfers	7,978	9,018	10,980	6,272	12,348
Provincial Grants	59,024	64,553	67,205	76,446	83,437
Other Provincial Revenue	352	328	741	915	1,027
Tuition Fees	6,316	10,516	13,242	14,772	15,867
Other Revenue	4,656	5,187	4,668	3,997	4,987
TOTAL OPERATING REVENUE	184,073	205,690	225,289	254,784	271,654

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
FOR THE NINE MONTHS ENDED 1992 09 30
CAPITAL RESERVES, RETIREMENT GRATUITY RESERVES & DOFASCO ASSESSMENT APPEAL RESERVES

CAPITAL RESERVES (000'S)

	Budget 1992	Actual 1992 09 30	Actual 1991 09 30
Opening Balance	$2,830	$2,830	$3,677
Revenues			
Transfer from Revenue - Operating Fund	-	-	250
Grants	-	-	-
Site Sales	-	-	1,275
Interest Earned	154	141	315
Property Rentals	148	-	-
	3,132	2,971	5,517
Expenditures			
Capital Projects	1,808	1,922	3,093
Transfer to Revenue - Operating Fund	250	250	-
Closing Balance	$1,074	$799	$2,424

RETIREMENT GRATUITY RESERVES (000'S)

	Budget 1992	Actual 1992 09 30	Actual 1991 09 30
Opening Balance	$7,483	$7,483	$6,730
Revenues			
Transfer from Revenue - Operating Fund	1,483	1,483	1,445
Interest Earned	492	343	489
	9,458	9,309	8,664
Expenditures			
Gratuities Paid	2,020	2,096	1,283
Closing Balance	$7,438	$7,213	$7,381

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
FOR THE NINE MONTHS ENDED 1992 09 30
CAPITAL RESERVES, RETIREMENT GRATUITY RESERVES & DOFASCO ASSESSMENT APPEAL RESERVES

DOFASCO ASSESSMENT APPEAL RESERVE (000'S)

	Budget 1992	Actual 1992 09 30	Actual 1991 09 30
Opening Balance	$2,872	$2,872	$ -
Revenues			
Transfer from Revenue - Operating Fund	535	535	-
Interest Earned	215	142	-
	3,622	3,549	$ -
Expenditures			
Closing Balance	$3,622	$3,549	$ -

THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON
INTERIM FINANCIAL STATUS REPORT - MODIFIED CASH BASIS
FOR THE NINE MONTHS ENDED 1992 09 30
SUMMARY OF SHORT TERM INVESTMENTS (000's)

	1992	1991
SHORT TERM INVESTMENTS AS AT SEPTEMBER 30:		
REVENUE - OPERATING FUND	$19,620	$25,935
CAPITAL RESERVES	1,877	3,835
CAPITAL FUNDS	1,288	-
RETIREMENT GRATUITY RESERVES	7,205	7,355
DOFASCO ASSESSMENT APPEAL RESERVES	3,549	-
TOTAL PORTFOLIO	$33,539	$37,125
INTEREST EARNINGS:		
REVENUE - OPERATING FUND	$224	$473
CAPITAL RESERVES AND CAPITAL FUNDS	141	315
RETIREMENT GRATUITY RESERVES	343	489
DOFASCO ASSESSMENT APPEAL RESERVES	142	-
TOTAL PORTFOLIO INTEREST EARNED FOR NINE MONTHS	$850	$1,277
INTERNAL BORROWING SUMMARY:		
TOTAL INTERNAL BORROWINGS	$48,151	$24,140
TOTAL INTERNAL REPAYMENTS	48,151	24,140
BALANCE @ SEPTEMBER 30	$0	$0
INTEREST EXPENSE FOR NINE MONTHS:		
REVENUE - OPERATING FUND	$79	$63

Education Centre
100 Main Street West
Hamilton, Ontario

1992-11-10

To the Chairman and Members
Operations Management Committee
Board of Education
Hamilton, Ontario

Ladies and Gentlemen,

Re: **Exchange of Lands with the City of Hamilton in Sheldon Neighbourhood Block 84**

The City has approached the Board to exchange approximately 14.55 acres of City land abutting the western side of Board's 30 acre site for 14.55 acres of Board land abutting city parkland on the eastern side of Board land - see attached plan and map.

The exchange is recommended based on the following:

- the Board's site will have access from a street on its northerly boundary out to Stone Church Road and a street on its westerly boundary out to Garth Street
- the value of the land is the same
- site is suitable for a school site
- the City's parkland is consolidated and the City is preparing a Development Plan for William Connell Park, said plan to capitalize on the natural features of the property including existing tree cover, ground vegetation topography, and ponds and to reflect the growing demand for passive green space.

The Superintendent of Schools and Plant support the following recommendation:

RECOMMENDATION:

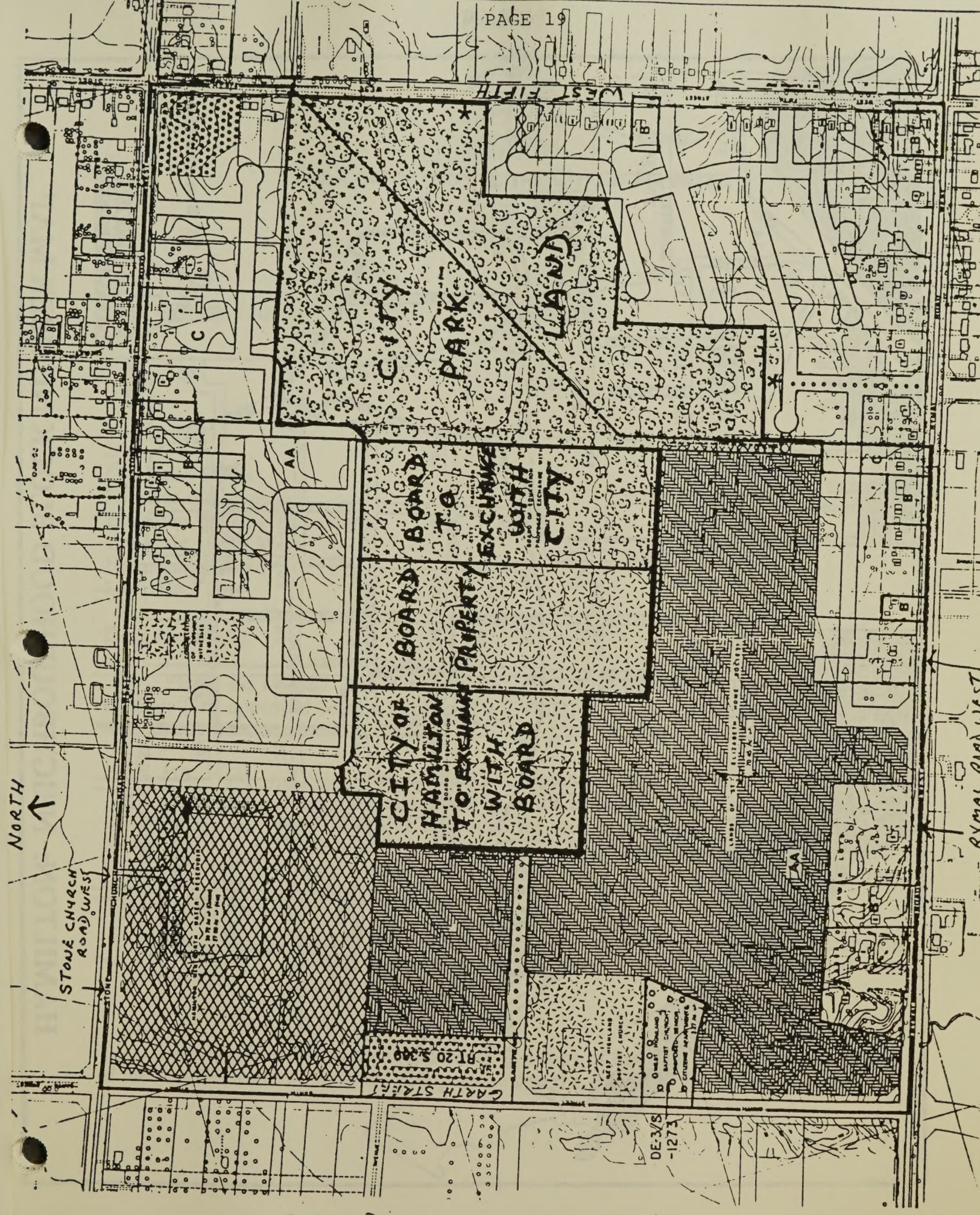
That the Board exchange with the City of Hamilton a parcel of land being part of Lot 17, Concession 8 (Barton Township) containing approximately 14.55 acres for a parcel of land being part of Lots 17 and 18 Concession 8 (Barton Township) containing approximately 14.55 acres together with a 66 foot right-of-way out to Stone Church Road.

That the City of Hamilton pay any costs including the Board's land transfer tax, legal and surveying costs of this land exchange.

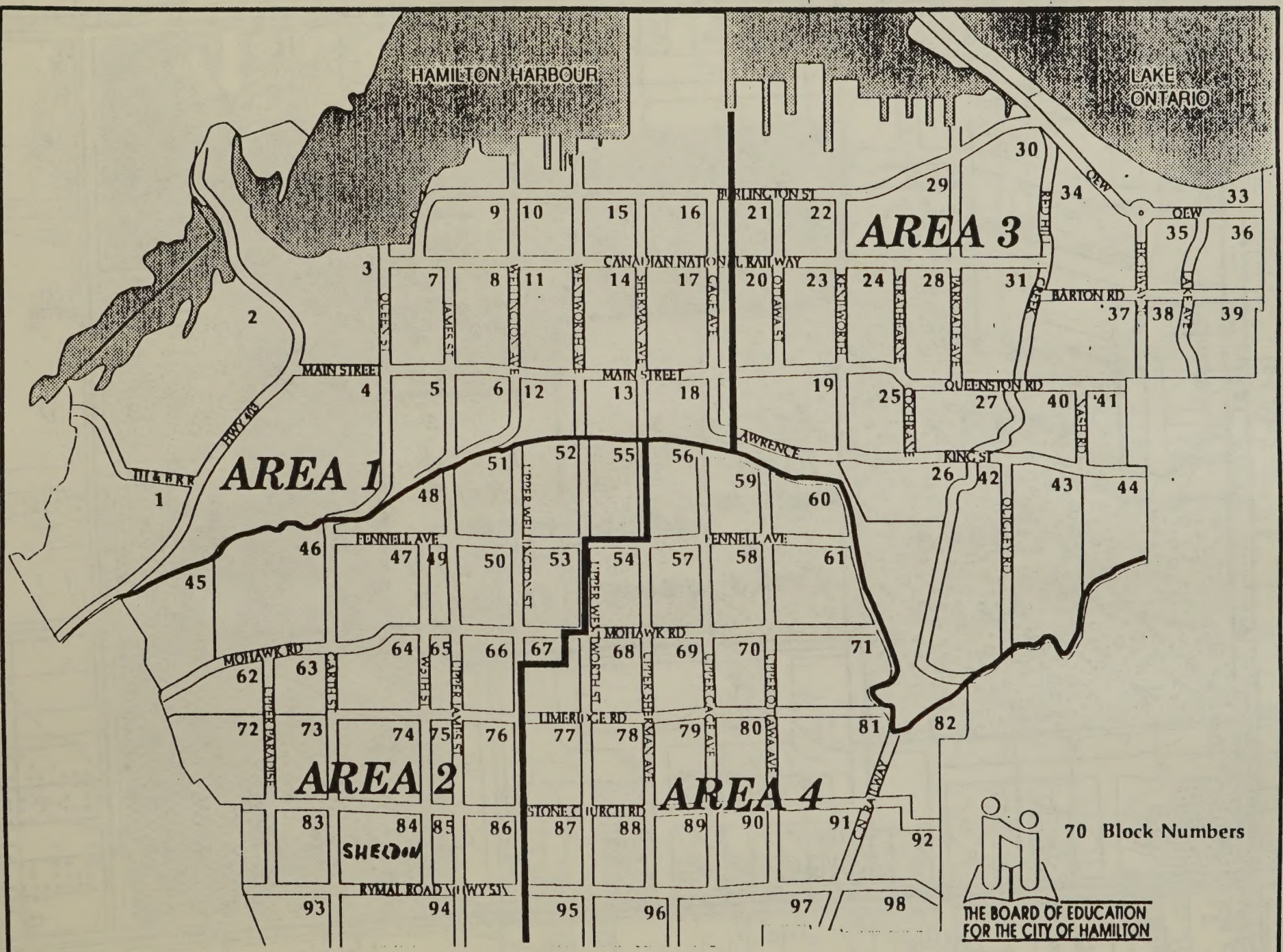
Prepared by: *Doug Kelterborn, Manager, Property and Insurance*

Submitted by: *Paul Shewfelt, Superintendent of Finance and Treasurer*

Approved by: *Keith Rielly, Director of Education and Secretary*



SHELDON NEIGHBOURHOOD
(BLOCK 84)



HAMILTON: NEIGHBOURHOOD BLOCK NUMBER MAP

J.J. SCHATZ
CITY CLERK

THE CORPORATION OF THE CITY OF HAMILTON
OFFICE OF THE CITY CLERK
71 MAIN STREET WEST
HAMILTON, ONTARIO L8N 3T4

TEL: 546-2700
FAX: 546-2095

1992 October 16th

Mr. Keith Rielly
Director of Education
Hamilton Board of Education
100 Main Street West
Hamilton, Ontario
L8P 1H6

Dear Mr. Rielly:

Please be advised that Hamilton City Council at its meeting held Tuesday, 1992 October 13th, approved Section 13 of the TWENTIETH Report for 1992 of the Finance and Administration Committee as follows:

"13. (a) That a copy of the 1992 September 30 report of the City Treasurer regarding levy payments to the Boards of Education, be forwarded to the Boards of Education for their comments. (Copies of this report were distributed to members of the Finance and Administration Committee and are available from the Committee Secretary upon request.)

(b) That the Boards of Education be requested to provide their comments to the Finance and Administration Committee by the end of 1992 December."

Attached herewith for your reference is a copy of the 1992 September 30th report of the City Treasurer, respecting levy payments to the Boards of Education.

.../2

Mr. Keith Rielly
Page Two
October 16, 1992

Would you please place this matter before the School Trustee Board in order that they can present comments to the City by the end of 1992 December, as per the above Council Resolution.

If I can be of any further assistance to you, please do not hesitate to contact me.

Yours truly,

J.J. Schatz
City Clerk

SKR/mjh
Attachments

cc: -A. Ross, City Treasurer
-Susan K. Reeder, Secretary
Finance and Administration Committee
-J. Pavelka, C.A.O.

CITY OF HAMILTON

- RECOMMENDATION -

DATE: 1992 September 30

REPORT TO: Susan K. Reeder, Secretary
Finance and Administration Committee

FROM: Allan C. Ross
Treasurer

SUBJECT: **LEVY PAYMENTS TO THE BOARDS OF EDUCATION**

RECOMMENDATION:

a) That a copy of the September 30, 1992 report of the City Treasurer regarding levy payments to the Boards of Education, be forwarded to the Boards of Education for their comments on the report.

b) That the Boards of Education be requested to provide their comments to the Finance and Administration Committee by the end of December, 1992.

Allan C. Ross

Allan C. Ross

FINANCIAL/STAFFING/LEGAL IMPLICATIONS:

Increased cash flow and additional short term interest revenues of approximately $1 million to the City of Hamilton based on current interest rates if payment dates are revised to the minimum statutory requirement.

BACKGROUND:

The City of Hamilton has been making levy payments on a "monthly" basis to the Boards of Education for many years. Under this payment schedule, payments are made on the 28th day of each month with the exception of December when payment is made on the 21st day of the month. While there has never been a formal agreement between the City and the Boards for this schedule of payments, it is my understanding that it was agreed to in the early 1970 's by the City Treasurer and the Board of Education officials.

BACKGROUND: - continued

Section 243(2) of the Education Act, R.S.O. 1990 (copy attached) provides that the City is only required to make payments to the Boards of Education of 25% of the annual amount to be raised for School purposes on a quarterly basis on the following dates; March 31, June 30, September 30, and December 15th. You will note that there is also a provision in this section that the Municipality shall pay interest to the Board if it defaults on instalment payments and "with the consent of the board", the board shall allow a discount for payments made in advance. The City has never defaulted on a payment to the Boards over the years and consequently we have never been charged interest. Also, we have never received a discount on any advance payments since it does not appear that this was part of the arrangements made at that time. It should be noted that there has been some discussion recently regarding possible amendment of the Education Act to require more than 4 payments per year to school boards.

If the City revised the levy payment schedule to conform to the schedule outlined in the present Legislation, it would have a major impact on our cash flow and would generate a significant increase in short term investment interest revenues because payment of these expenditures would no longer be required on a monthly basis. This additional revenue will have a positive impact in reducing the City's mill rate and the reverse impact on the school board mill rate requirements. The levy payments to the Public and Separate School Boards in 1992 amount to approximately $200 million or $16.7 million per month. We estimate the increase in investment income to the City resulting from this change would be approximately $1 million.

A shift in the payment arrangement to the dates required by statute would result in increased revenues to the City. It would, however, also result in decreased revenues or potentially even costs to the Boards in the form of interest costs on short term borrowing. The net impact upon a Hamilton taxpayer might therefore be no reduction in the overall mill rate whatsoever, but simply a shift between the Boards' and the City mill rates. Furthermore if the payments were changed to 4 times per year and the legislation subsequently revised to provide for more, the reverse effect would be felt.

Subsection (4) of Section 243 of the Education Act refers to the termination of an agreement for these payment arrangements. Where there is an agreement and no provision has been made for it's termination, it continues in force from year to year until it is terminated on December 31 in any year by notice given before October 31 in such year by the Chief Executive of the Board or by the Clerk of the municipality.

While the City of Hamilton does not have a formal agreement with the Boards of Education, there has been a working arrangement in place for many years and if a change in policy for the payment of these levies were to be considered, it is recommended that the Boards be notified at the earliest possible date.

BACKGROUND: - continued

Two alternatives are possible if Committee and Council wish to pursue this matter.

Firstly, this report could be forwarded to the Boards of Education with a request for their comments on this matter by a specified date. Committee and Council could then consider the Boards comments and make a decision. If this alternative is pursued, it is likely that a change in the payment arrangements would not be possible for 1993, given the legislative and other considerations.

Secondly, the City could formally notify the Boards at this time of its wish to revert to the legislated quarterly payments. If this action were taken, the change could be accomplished for 1993, as any legislative considerations have been fully complied with.

Given the City's long standing arrangements in this regard and the magnitude of the shifts that would result from a change, it is recommended that the first alternative be selected. The City would then provide ample opportunity for the school boards to review and comment on this matter, with any change to the payment arrangements being possible in 1994 or subsequent years.

TWD:jc
Attachments

c.c. J.G. Pavelka, Chief Administrative Officer
P. Noé Johnson, City Solicitor

the amount that it is required by the divisional board to raise for public school purposes; and

(b) upon all the property rateable for secondary school purposes in the municipality the amount that it is required by the divisional board to raise for secondary school purposes. R.S.O. 1980, c. 129, s. 215 (1).

Payment to boards

(2) Subject to subsection (3), the council of each municipality in a school division in each year shall pay to the divisional board the amounts required to be raised by the municipality for public school purposes and for secondary school purposes, in the following instalments:

1. 25 per cent of such amounts on the 31st day of March;
2. 25 per cent of such amounts on the 30th day of June;
3. 25 per cent of such amounts on the 30th day of September; and
4. 25 per cent of such amounts on the 15th day of December,

and in case of non-payment of such instalments or any portion thereof on such dates, the municipality so in default shall pay to the board interest thereon from the day of default to the date that the payment is made at the minimum lending rate of the majority of banks listed in Schedule I or II to the *Bank Act* (Canada) on the day of default and where, with the consent of the board, such instalments or any portion thereof are paid in advance of such dates, the board shall allow to the municipality a discount thereon from the date of payment to the date upon which the payment is due at the minimum lending rate of the majority of banks listed in Schedule I or II to the *Bank Act* (Canada) on the date of payment. R.S.O. 1980, c. 129, s. 215 (2), *revised*.

Agreement

(3) A divisional board may, by agreement with a majority of the municipalities in the school division where such municipalities represent at least two-thirds of the equalized assessment in the school division as determined under the regulation made under subsection 240 (1), provide for any number of instalments and the amounts and due dates thereof other than those provided in subsection (2), which shall be applicable to all municipalities in the school division and otherwise subsection (2) applies with necessary modifications. R.S.O. 1980, c. 129, s. 215 (3); 1988, c. 46, s. 3 (1).

lité, le montant que le conseil de division scolaire exige qu'il recueille aux fins des écoles publiques;

b) sur les propriétés imposables aux fins des écoles secondaires dans la municipalité, le montant que le conseil de division scolaire exige qu'il recueille aux fins des écoles secondaires. L.R.O. 1980, chap. 129, par. 215 (1).

Versements aux conseils

(2) Sous réserve du paragraphe (3), le conseil de chaque municipalité d'une division scolaire paie chaque année au conseil de division scolaire les montants que la municipalité doit recueillir aux fins des écoles publiques et secondaires par versements périodiques comme suit :

1. 25 pour cent de ces montants le 31 mars;
2. 25 pour cent de ces montants le 30 juin;
3. 25 pour cent de ces montants le 30 septembre;
4. 25 pour cent de ces montants le 15 décembre.

En cas de non-paiement de ces versements, en tout ou en partie, aux dates indiquées ci-dessus, la municipalité en défaut verse au conseil des intérêts sur les sommes en souffrance à compter du premier jour du défaut jusqu'à la date où le paiement est effectué, au taux de prêt minimum appliqué par la majorité des banques mentionnées à l'annexe I ou II de la *Loi sur les banques* (Canada), le premier jour du défaut. Si, avec le consentement du conseil, ces versements périodiques, en tout ou en partie, sont payés antérieurement aux dates indiquées ci-dessus, le conseil accorde à la municipalité une remise sur ces sommes à compter de la date du paiement jusqu'à la date où celui-ci est exigible, au taux de prêt minimum appliqué par la majorité des banques mentionnées à l'annexe I ou II de la *Loi sur les banques* (Canada) à la date du paiement. L.R.O. 1980, chap. 129, par. 215 (2), *révisé*.

Entente

(3) Le conseil de division scolaire peut, grâce à une entente avec la majorité des municipalités de la division scolaire, si celles-ci représentent au moins les deux tiers de l'évaluation péréquée dans la division scolaire, ainsi qu'elle a été calculée aux termes du règlement pris en application du paragraphe 240 (1), prévoir qu'un nombre de versements périodiques, leur montant et leur date d'échéance, autres que ceux prévus au paragraphe (2), soient applicables aux municipalités de la division scolaire, et par ailleurs le paragraphe (2) s'applique avec les adaptations nécessaires. L.R.O. 1980, chap. 129, par. 215 (3); 1988, c. 46, s. 3 (1).

Termination of agreement

(4) Where an agreement under subsection (3) does not provide for its termination, it shall continue in force from year to year until it is terminated on the 31st day of December in any year by notice given before the 31st day of October in such year,

(a) by the chief executive officer of the divisional board as authorized by a resolution of the divisional board; or

(b) by the clerks of the majority of the municipalities which represent at least two-thirds of the equalized assessment in the school division as determined under the regulation made under subsection 240 (1),

and where no agreement is in effect under subsection (3), the payments shall be made as provided in subsection (2). R.S.O. 1980, c. 129, s. 215 (4); 1988, c. 46, s. 3 (2).

Résiliation de l'entente

(4) Si l'entente conclue aux termes du paragraphe (3) ne prévoit pas de résiliation, elle demeure en vigueur d'une année à l'autre jusqu'à sa résiliation le 31 décembre d'une année grâce à un avis donné avant le 31 octobre :

a) soit par le chef de service administratif du conseil de division scolaire qui y est autorisé par une résolution du conseil de division scolaire;

b) soit par les secrétaires de la majorité des municipalités qui représentent au moins deux tiers de l'évaluation péréquée dans la division scolaire ainsi qu'elle a été calculée aux termes du règlement pris en application du paragraphe 240 (1).

Si aucune entente n'est en vigueur aux termes du paragraphe (3), les versements sont effectués ainsi que le prévoit le paragraphe (2). L.R.O. 1980, chap. 129, par. 215 (4); 1988, chap. 46, par. 3 (2).

Where instalment due before requisition received

(5) Where, in any year, for any reason, the amounts required to be raised under subsection (1) have not been requisitioned before the date upon which an instalment is due, the amount of the instalment shall be based upon the requisition of the previous year and paid on the due date, and in the case of late payment or prepayment of all or part of such instalment the interest or discount under subsection (2) shall apply thereto, and the necessary adjustment shall be made in the instalment due next following the date upon which the requisition of the divisional board is received.

Versements périodiques échus avant la date de réception de la demande de crédits

(5) Si, au cours d'une année et pour une raison quelconque, les montants devant être recueillis aux termes du paragraphe (1) n'ont pas fait l'objet d'une demande de crédits avant la date où un versement périodique est échu, le montant du versement périodique doit être fondé sur la demande de crédits de l'année précédente et versé à la date d'échéance. En cas de paiement en retard ou anticipé de la totalité ou d'une partie du versement périodique, l'intérêt ou la remise prévu aux termes du paragraphe (2) s'y applique et le rajustement nécessaire est effectué lors du paiement du prochain versement périodique exigible après la date de réception de la demande de crédits du conseil de division scolaire.

Application to separate schools

(6) Where a combined separate school board has requested the municipalities that are in whole or in part within the combined separate school zone to levy and collect the rates or taxes imposed by the board, the provisions of subsections (1) to (5) apply with necessary modifications to such board and such municipalities except that reference to equalized assessment in the school division shall be deemed to refer to equalized assessment rateable for separate school purposes in the combined zone.

Application aux écoles séparées

(6) Si le conseil fusionné d'écoles séparées a demandé aux municipalités comprises en totalité ou en partie dans la zone fusionnée d'écoles séparées de prélever et de percevoir les cotisations ou impôts exigés par le conseil, les paragraphes (1) à (5) s'appliquent, avec les adaptations nécessaires, au conseil et aux municipalités, sauf que le renvoi à l'évaluation péréquée dans la division scolaire est réputé un renvoi à l'évaluation péréquée des propriétés imposables aux fins des écoles séparées dans la zone fusionnée.

Application to public school board

(7) The provisions of this section that apply in respect of the public school purposes of a divisional board apply in respect of a public school board.

Application au conseil d'écoles publiques

(7) Les dispositions du présent article qui s'appliquent aux fins des écoles publiques d'un conseil de division scolaire s'appliquent au conseil d'écoles publiques.

Application to secondary school board

(8) The provisions of this section that apply in respect of the secondary school purposes of a divisional board apply in respect of a secondary school board. R.S.O. 1980, c. 129, s. 215 (5-8).

Application au conseil d'écoles secondaires

(8) Les dispositions du présent article qui s'appliquent aux fins des écoles secondaires d'un conseil de division scolaire s'appliquent au conseil d'écoles secondaires. L.R.O. 1980, chap. 129, par. 215 (5) à (8).

Ontario

Minister
Ministre

Ministry
of
Education

Ministère
de
l'Éducation

(416) ~~965-5277~~
325-2600

Mowat Block
Queen's Park
Toronto, Ontario
M7A 1L2

Édifice Mowat
Queen's Park
Toronto (Ontario)
M7A 1L2

MEMORANDUM TO: **CHAIRS OF SCHOOL BOARDS**

FROM: **Tony Silipo**

DATE: **October 21, 1992**

SUBJECT: **Capital Funding Proposal**

I wish to seek your advice on a proposal regarding the financing of school capital.

In his 1992 Budget, the Treasurer indicated the Government's intention to adopt a new approach to financing capital expenditures in 1993-94. This approach would change the current grant method of funding to loan funding. This change would more closely match the capital cost of the facilities constructed to the benefits realized over the life of the asset, <u>without</u> imposing any additional costs.

This new funding method would also ensure that capital requirements are funded adequately and with greater certainty compared to the current approach where capital spending is more likely too constrained to achieve fiscal targets. Other jurisdictions in Canada also utilize loan-based capital financing to stabilize funding levels.

The Ministry of Education would continue to advise schocl boards of their capital funding allocations. However, instead of receiving a grant, school boards would borrow their capital requirements from Treasury (or a crown corporation) through the issue of a debenture. Annual debenture repayment instalments and interest payments could be funded by the Province and the transactions carried out electronically with no disruption to your operations.

.../2

Ministry staff will provide additional information on the proposed policy regarding loan-based financing as it becomes available.

The attached paper outlines some issues related to the implementation details for your comment. Your response and comments on this matter would be appreciated by November 10, 1992.

When I met with the Advisory Council on Education Finance Reform on October 15, 1992, it was suggested to me by the Association representatives that you forward a copy of your response to your provincial associations so that each association representative will be in a position to discuss this issue with me at the next meeting of the Advisory Council on Education Finance Reform.

Tony Silipo
Minister

Attachment

cc: Directors of Education

IMPLEMENTATION OF DEBENTURE FINANCING

The Government proposes to adopt a new approach to financing Capital Expenditures in 1993-94. This approach will change the current grant method of funding to loan funding.

The effect of this on the Ministry of Education and school boards is that the current Direct Capital Grant payment method of financing school capital projects would be replaced with a debenture financing process.

Consideration is being given for the establishment of a Crown Corporation to provide debenture financing to school boards for approved educational facilities. The repayment of debentures arranged through such a corporation would be repaid by the school boards over a period of 20 years.

The Province would maintain its capital commitments and the new approach should not result in cost increases for any party.

The ministry would retain responsibility for capital project approval and the amount recognized for grant purposes. Grants would be provided to school boards in respect of debenture repayments as part of the annual operating grants. Such grants would include a portion of the interest charges in the same ratio as the grants for the project represents to the approved cost of the project.

The use of debenture financing would offer potential benefits to school boards that could allow acceleration of capital commitments and a reduction in the current year's tax requirements for a given capital project for local ratepayers. In addition, this initiative would enable school boards to access funds at a rate of interest comparable to that available to the Province of Ontario.

IMPLEMENTATION OF DEBENTURE FINANCING PROPOSAL

To assist in planning debenture financing, please provide your feedback to the following questions:

1. Should school boards be permitted to fund the local share of capital projects through the proposed corporation? If so, why?

2. Should only approved (versus unapproved) capital projects be debenture financed? What are your views?

3. Should school boards be limited to financing the total cost of approved capital projects by selling debentures to the corporation. Does this present a problem?

4. When should funds be available to school boards from the corporation? The ministry proposes to make the funds available via the corporation on substantial completion of the project.

5. What other ways are there to raise the funding other than through a Crown Corporation, for example, by boards arranging their own financing.

.../2

6. If this proposal takes effect as of April 1, 1993, what are the implementation problems from your perspective?

7. If you had been financing the local share of the approved cost from current revenues, what impact will this have on your 1993 millrate?

8. Do you have any comments or observations you feel are important for the ministry to consider, e.g., administrative costs, approvals process, etc.?

For further information, contact Leon Brumer, 416-327-9060
FAX 416-325-2007

Please submit responses by November 10, 1992, to:

Mr. J. Doris, Executive Co-ordinator
Education Finance Reform Project
21st Floor, Mowat Block
900 Bay Street
Toronto, Ontario
M7A 1L2
FAX 416-325-2007

Please send a copy of your response to your trustee association so that each association is in a position to discuss the issue at the next meeting of the Advisory Council on Education Finance.

1992 11 10

To the Chairman and Members,
Operations Management Committee,
Board of Education,
Hamilton.

Ladies & Gentlemen:

Re: Appointment of Architects
Capital Projects

As part of the C.E.F. (Capital Expenditure Forecast 1993 - 97), the Board has identified the following high priority capital projects. In addition, The Director's Accommodation Committee report recommended that the Superintendent of Plant be authorized to engage Architects to design and supervise construction of several of these projects. Accordingly, it is necessary to commence design work on projects scheduled for construction as soon as possible so that tendering can take place at the appropriate time and to allow preliminary design work to commence on future projects. Therefore, the Superintendent of Plant recommends that the Architects noted be engaged for the projects identified.

Recommendation:

It is recommended that the Superintendent of Plant engage:

(a) The firm of Trevor P. Garwood Jones, Architects, for professional services for a new JK-5 Elementary School in Block 89.

(b) The firm of Rankin Architect Inc. for professional services for a new Middle School in Block 87.

(c) The firm of Svedas Koyanagi Architects for professional services for a new JK-5 Elementary School in Block 90.

(d) The firm of Moeller & Hassell Architect & Engineer for professional services for a new Middle School on the James MacDonald site.

(e) The firm of Anthony Butler Architect Inc. for professional services for a replacement school, renovations and demolition of a portion of Queen Mary Elementary School.

Prepared and submitted by: R. T. Orlando,
Superintendent of Plant.

Approved by: K. A. Rielly,
Director of Education
and Secretary.

Area Four Office
Board of Education
50 Millwood Place
Hamilton, Ontario
L9A 2M8

1992 11 10

To the Chairman and Members
Operations Management Committee Hamilton Board of Education

Ladies and Gentlemen:

Re: Accommodation Report Update and Preparation for 1993 Edition

The Members of the Director's Accommodation Committee (member list appended) have convened in order to begin work for 1993 . This report is presented to update the Board on the progress of recommendations approved in June 1992 , and to provide an overview of the work of the Committee for the upcoming year. The support, and any further directions of the Board is requested through this report.

A. Recommendations from June 1992 Report

Actions are in place or have been taken for several of the recommendations that were approved in June. (Summary of Recommendations and Actions appended) In some cases further research of information is required. Those Plans that were approved, subject to Budget Review, will come under consideration during the current Budget Process.

B. Mandate for the 1993 Accommodation Planning Year

1. Report Format and Content

The Committee has reviewed the Content and Format of the Accommodation Report. By way of reference the Table of Contents is appended. The Committee's view is that the current report format presents in an organized and manageable way the details of accommodation. It is therefore not intending to make any significant changes in this regard. In terms of content it is too early to provide much detail. It is felt that the Section on School Capacity should be more detailed.

2. Timeline

While some additional interim reports might be necessary the Committee is planning its work such that the 1993 Accommodation Report will be introduced at the May Operations Management Committee. The Committee anticipates that additional dates will be scheduled in May for more complete presentations of the Accommodation Report. Meeting this target in effect moves up by about three weeks for everyone the work necessary to complete the report.

3. Focus for the Year

a.) Long Range Planning

In addition to reviewing Statistical Data, Summary Tables and Major Capital Programs, the Accommodation Committee will focus on longer range planning for the years 1994 to 2000. Within this focus there is the need to better integrate into the accommodation review process Program Projects that require building upgrade, alteration or renovation. The intent is to develop recommendations that can serve as Guidelines for dealing with shorter range accommodation matters.

b.) Integrate Information and Processes

In order to integrate processes, the Committee will use the technologies currently available to better integrate the information that is collected by and used by several different departments within the Board. This will require that the Committee work differently with the Computer Services Department in order to assist us in our work. At the same time it is felt that as we attempt to integrate our information we will be addressing the recommendation from June " that consideration be given to assigning accommodation planning functions as a significant staff role to assist in the deliberations of the committee. "

c.) Develop School Profiles

As a result of better integrating our information base the Committee hopes to begin to develop Individual School Profiles that will be accessible to the System. These profiles would attempt to provide as complete a picture as possible about all aspects of the school that relate to Accommodation.

d.) Consider Implications of Changes in Calendar Years

While the Committee believes it has a responsibility to consider all accommodation matters and solutions it is concerned about the financial climate in which it is working. It is aware of the probable changes in the Fiscal Year that governs the operation of the Board. The Committee feels it should consider the impact of such changes on the Accommodation Review Process and make recommendations that would assist in completing the report in a timely manner for use in the most critical calendar years. With respect to the current planning year the Committee requests that any budget decisions that would impact on the work of Accommodation be considered early in the Budget Process.

RECOMMENDATIONS

1. That this report be received for information.

2. The Mandate for the 1993 Accommodation Planning Year be approved.

Report Prepared By : The Accommodation Committee
Submitted By: P.C. Gillie , Chair of Accommodation Committee
Superintendent of Schools
Approved By: K.A. Rielly, Director and Secretary

DIRECTOR'S ACCOMMODATION COMMITTEE
1992-1993

MEMBERSHIP

NAME	POSITION/TITLE
Pat Gillie	Chair Superintendent of Schools, Area 4
Greg Rutledge	Vice-Chair Controller
Al Stockwell	Associate Director
Sandy Hill	Trustee, Ward 4 Trustee Representative
Murray Quinn	Superintendent of Schools Area 1
Nancy Nicholls	Superintendent of Schools Area 2
Rick Binns	Superintendent of Schools Area 3
Rosaire Lavoie	Superintendent, French as a First Language
Betty Bond	Superintendent of Program
Bob Orlando	Superintendent of Plant
Norm Forster	Assistant To Public Relations Officer
Sheila George	Recorder
Owen Jackson	Supervisor Research Services
Sue Wilson	Supervisor Transportation Dept.
Doug Kelterborn	Manager Property/Insurance
Len Dixon	Manager Computer Services
Duane O'Connor	Design Engineer
Bob Leedale	Principal Adult and Continuing Education
Sharon O'Halloran	President H.W.T.A.
Jack Niewland	President O.P.S.T.F.
Jim Douglas	President O.S.S.T.F.
Ralph Grant	Teacher, Georges P. Vanier President, A.E.F.O.
Chris Lebi	Past President H.P.A.
Murray Kilby	Principal, Delta Secondary H.S.S.P.C. Representative
Wanda Lane	Committee Facilitator Vice-Principal, Queen Mary School

Table Of Contents

SUMMARY OF RECOMMENDATIONS

- Update October 15/92

			PAGE	
AREA ONE	1	That *Binkley* be reopened in the 1994-95 school year.	13	**In place**
	2	That a Design & Technology and Family Studies facility be constructed at *Adelaide Hoodless* School in 1993.		**- no action taken needs further recommendation**
AREA THREE	1	That the *Hillsdale* Renovations - Phase I (Heating/Cooling System Replacement) proceed as planned in the 1993 Major Renovation Program.	18	**Approved -proceeding with design of Phase 1 & 2**
	2	That the *Hillsdale* Renovations - Phase II (New Walls, Relocate Library, New Stairwell, Consultation, etc.) proceed as planned for the 1994 Major Renovation Program.		
	3	That the *Hillsdale/Hillcrest* Accessibility Project (Elevator and Bridge) proceed as planned for the 1995 Major Renovation Program.		**Approved - probably phase 3 of project**
	4	That the *Glendale* Renovation Project proceed as planned for the 1995 Major Renovation Program.		**Approved in principle - starting to develop plans in accordance with long range plan**
AREA TWO	1	*Middle school* future needs be met through a new facility on the *James MacDonald site*, 1995.	24	**B. Orlando proceeding with surveyors Architect to start late '93**
	2	Secondary students in Block 93 be permitted to access the *Westwood, Westview* bus to attend *Westmount* provided that space is available on the bus.		
	3	*Southview* be closed July, 1992, but kept in inventory for possible future needs.		**- closed - no leasing agreement at present time - group is interested**
UPPER CITY SECONDARY	1	The following boundary adjustments be implemented effective September 1993: (a) Block 55 become part of the *Sherwood* Secondary School boundary for families new to Secondary School and an option for other families in Block 55. (b) The option of *Hill Park* or *Sherwood* be designated for Block 52. (c) The option of *Hill Park* or *Westmount* be designated for Blocks 66, 76, 86, 95.	27	**In Place**
	2	Officials of the *Hamilton Board* approach Officials of the *Wentworth County Board* of Education to consider the feasibility of a joint building project for addressing Secondary Accommodation on the south mountain.		**No official contact yet background information being prepared**
AREA FOUR	1	A *Middle School* of 400 be built in Block 87 for opening no later than September 1995.	33	**Approved - interviewing architects**
	2	The *J.K. - 5* School approved in June 1991 be built in Block 89 for opening in the 1994 - 1995 School Year.		
	3	An additional *J.K. - 5* School of 400 be built in Block 90 for opening in September 1995.		
	4	*Vincent Massey* remain available for accommodation in the short term but be reviewed for sale after 1995.		

CAPACITY OF SCHOOLS	1	That for *Hamilton Board of Education* purposes, capacity of schools include those basement rooms which have been upgraded to regular classroom standards.	48
	2	That where a room exists in a *Hamilton Board of Education* school of up to 350 square feet and is used as a resource withdrawal room, that room shall have zero capacity.	
PROPERTIES & LEASES		That *Brantdale School* and site be declared surplus to the Board's needs and be sold in accordance with Ministry regulations with the understanding that the board will not require a site in this attendance area within ten years of the date of disposal. The funds realized from this sale be placed in Capital Reserves.	53
		That *Glenview School* and site be declared surplus to the Board's needs and be sold in accordance with Ministry regulations with the understanding that the Board will not require a site in this attendance area within ten years of the date of disposal. The funds realized from this sale be placed in Capital Reserves.	54
		That *Onteora School* and site be declared surplus to the Board's needs and be sold in accordance with Ministry regulations with the understanding that the Board will not require a site in this attendance area within ten years of the date of disposal. The funds realized from this sale be placed in Capital Reserves.	55
		That the *Albion Falls* neighbourhood 8.00 acre site in Lot 34, Concession 7, (Saltfleet), be declared surplus to the Board's needs and be sold in accordance with Ministry regulations with the understanding that the Board will not require a site in this attendance area within ten years of the date of disposal. The funds realized from this sale be placed in Capital Reserves.	56
		That the *Kentley* neighbourhood 6.00 acre site in Lot 29, Concession 2, (Saltfleet), be declared surplus to the Board's needs and be sold in accordance with Ministry regulations with the understanding that the Board will not require a site in this attendance area within ten years of the date of disposal. The funds realized from this sale be placed in Capital Reserves.	57

Approved by Board - completing elemen. schools according to changes in rules - would like to put in accom. report this year.

NOT SUPPORTED - NO ACTION TAKEN

PLANT	1	That the Superintendent of Plant proceed with the final design for the *Hill Park* project on the basis of the preliminary plans (Ref: Appendix - B), and estimates developed in the collaborative model in 1992.	61	**In design form**
	2	That the Superintendent of Plant proceed with the final design for the *Hillsdale project* on the basis of the preliminary plans (Ref: Appendix - C), and estimates developed in the collaborative model in 1992.		
	3	That the extended program for *Renovations to 1997* be approved and that the Superintendent of Plant continue to develop plans for this work.		
		That the *Boiler Replacement Program* to 1997 be approved and that funds be considered in the 1993 budget in the amount of $390,000 for boiler replacement work.	62	
		That the *Painting Program* as outlined for 1993 be approved and that funds be considered in the 1993 budget for this work.	63	**Accepted in principle - subject t Budget Review Process**
		That the *Roofing Program* for 1993 be approved and that funds be considered in the 1993 budget for the roofing program in the amount of $760,000 for this work.	64	
		That the Superintendent of Plant provide new portables at the locations indicated. (Burkholder, Lawfield, Lincoln Alexander, Barton Secondary)	66	**Approved last year - complete**
		That the *Masonry Program* as outlined be approved and that $155,000 be considered in the 1993 budget.	68	**Approved in principle - [illegible] to Budget Review Proces[illegible]**
		That the *Asphalt and Concrete Program* as outlined be approved and that $272,000 be considered in the 1993 budget for this purpose.	69	
	1	That the *Queen Mary* project be approved and that the Superintendent of Plant be authorized to engage an Architect to commence design work.	71	**Accepted - in process of identify Architect**
	2	That the new *Elementary school* approved in the 1991 report be constructed in Block 89 and that the Superintendent of Plant be authorized to engage an Architect to commence design work.		

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

Present: Mrs. F. Oommen (Chairman); Trustees Bishop and Wilson, Mesdames Dalziel, Bramberger, Kappheim, Kerr Jaskiewicz, Trott and Yanch, Drs. Marshall and Van der Spuy.

Officials Present:
E. Bond, Superintendent of Program
F. Cooke, Assistant Superintendent of Program
E. Thayer, Gifted Consultant

GENERAL

1. That the December meeting of the Special Education Advisory Committee be held on Wednesday, 1992 12 09 and the March meeting be held on Wednesday, 1993 03 10.

Respectfully submitted,

F. OOMMEN,
Chairman

V.O.N. Centre
1992 10 21

Education Centre
100 Main Street West
Hamilton, Ontario
1992 11 10

To the Chairman and Members of the
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

Re: Educational Assistants
Review, Reporting, Allocation and Monitoring

The following report is in response to the motion approved at the regular meeting of the Board on September 17, 1992:

> *"That the area of Educational Assistants and Special Needs Children, Educational Assistants and Junior Kindergarten and Educational Assistants in the Writing-to-Read program be referred to the Program Department for a review and report on the procedures for deployment and monitoring. This report should include input and co-ordination between the Program Department, Human Resources Department, Superintendents of Schools, Educational Assistants, teacher and principal groups. This report to be to Operations Management Committee no later than November, 1992."*

Since January 1992, an Educational Assistant Utilization Committee comprised of representation from trustees, superintendents of schools, area supervisors, principals, OPEIU, Human Resources and the Program Department has been meeting to review the current procedures for utilizing Educational Assistants in the system to compile data from other boards and community colleges.

As a result of the Board motion, the Superintendent of Program has met regularly with the Educational Assistant Utilization Committee to discuss their findings and to develop a procedure for future allocation, deployment, review, monitoring and reporting of Educational Assistant assignments in the Hamilton system.

It became clear very quickly to the Committee that if we are to function within the resources available for Educational Assistants that a major shift in current practices must be developed.

The attached report and proposal reflects significant changes in current practices and emphasizes the acceptance of the following basic premises in this process:

- All schools have different school populations with different needs.
- All schools have different staff strengths and abilities and different resources available within the school.
- Allocation will be based upon a priority plan developed by each school rather than by automatic allocation to specific programs and/or individual students.

With established procedures for ongoing and annual monitoring, reviewing and reporting at school, area and system levels this proposal supports school initiatives based upon individual needs and ability to respond to these needs within the resources available.

Recommendation

That the procedures outlined in the report be received for information

Prepared by: Educational Assistants Review Committee

Submitted by: E. G. Bond
Superintendent of Program

Approved by: K. A. Rielly
Director and Secretary of the Board

DRAFT

REPORT ON

EDUCATIONAL ASSISTANTS

ALLOCATION, DEPLOYMENT,
REVIEW, MONITORING, REPORTING

Educational Assistants: Guiding Principles

Educational Assistants

•Educational Assistants are para-professionals whose diverse skills compliment the work of teachers in delivering program to met the individual needs of students.

•Educational Assistants provide assistance to teachers in a variety of program settings to ensure student access to education programs, to enable successful learning for all students and to promote a level of independence appropriate to all students.

Shifts from Current Practice

•Current practice provides for automatic allocation of Educational Assistants to some programs, as well as several one to one (EA to student) allocations.

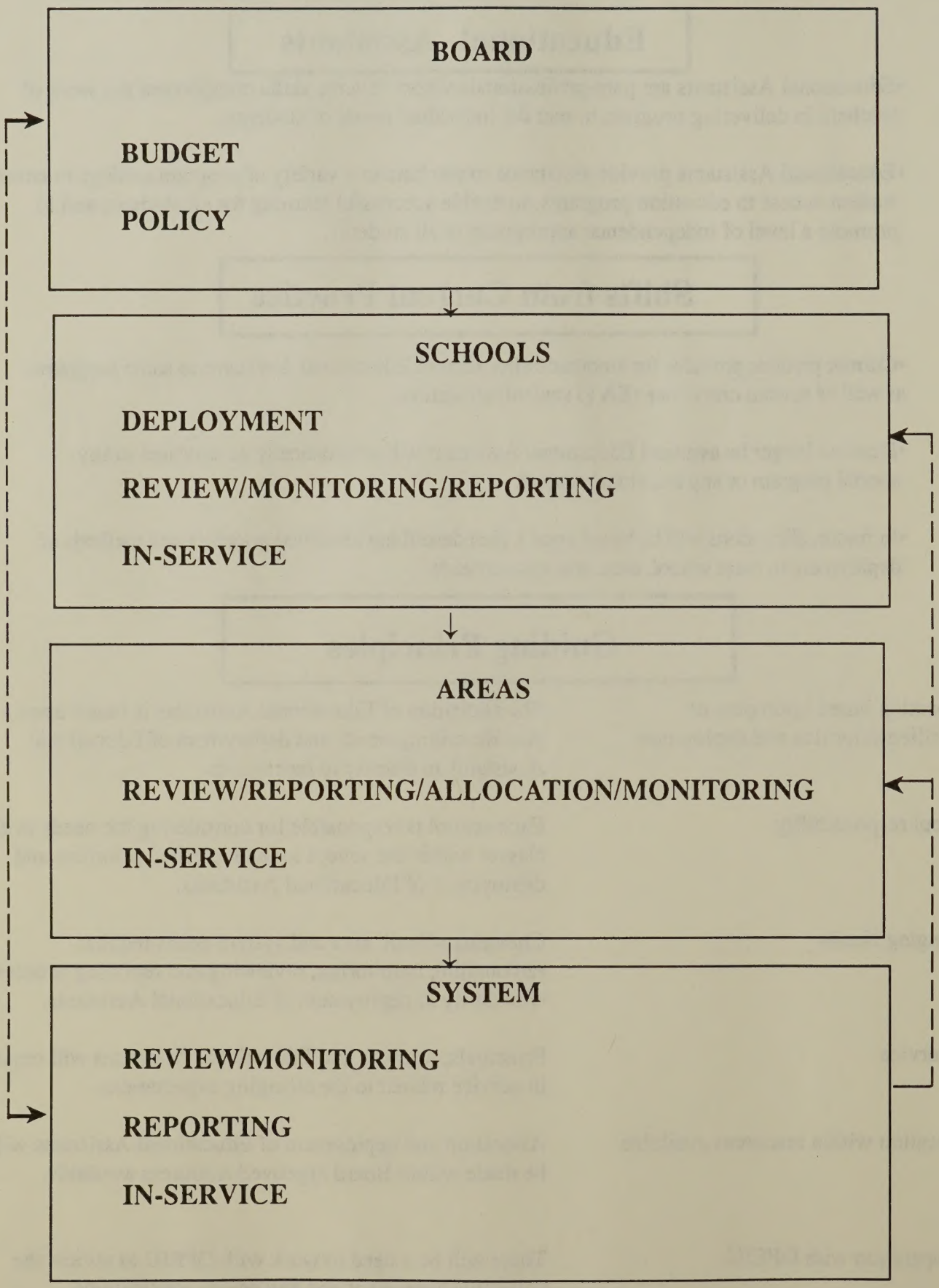
•It can no longer be assumed Educational Assistants will automatically be allocated to any special program or any individual student.

•In future, allocations will be based upon a plan describing identified priorities and methods of deployment to meet school, area, and system needs

Guiding Principles

Allocation based upon plan of identified priorities and deployment	The allocation of Educational Assistants is based upon a plan describing needs and deployment of Educational Assistants in priority to meet needs.
School responsibility	Each school is responsible for considering the needs in all classes within the school in the identified priorities and deployment of Educational Assistants.
Changing Needs	Changing school, area and system needs require: •an ongoing monitoring, reviewing and reporting process •flexibility in deployment of Educational Assistants.
In-Service	Principals, teachers and Educational Assistants will require in-service related to the changing expectations.
Allocation within resources available	Allocation and deployment of Educational Assistants will be made within Board approved resources available.
Co-operation with OPEIU	There will be a need to work with OPEIU to review the collective agreement and pay equity implications.

Educational Assistants: Organizational Framework



— — — — — denotes review and revision

Educational Assistants: Procedures

BOARD

BUDGET:
Approve budget for Educational Assistants complement.

POLICY
Receive annual report re: Educational Assistants allocation, deployment review and monitoring procedures.

SCHOOLS

DEPLOYMENT

Following:

- a review of school needs and of the deployment of current educational assistants
- an assessment of resources available, staff strengths and abilities, current utilization of prevention/intervention strategies, school population etc., and
- consultation with appropriate support staff

the principal and staff submit a plan describing needs and plans for deployment of Educational Assistants in priority to the Superintendent of Schools.

REVIEW/MONITORING/REPORTING

Monitoring is a continuous process by principals and staff.

Reporting includes, in addition to the formal development of an annual plan for the deployment of Educational Assistants, an on-going reporting of changing needs. Circumstances such as student growth, newly identified needs, program placement and enrolment changes will create changing needs which are reported to the Superintendent of Schools by the principal

IN-SERVICE

Principals, teachers and educational assistants will need to identify school in-service needs in the School Plan.

Educational Assistants: Procedures

AREAS

REVIEW/REPORTING/ALLOCATION/MONITORING

Area Committee:

- reviews plans submitted by schools
- develops an area priority list
- reports information to System Committee
- allocates Educational Assistants within Board approved complement
- monitors school reporting of needs
- annually reviews plans submitted by schools

IN-SERVICE:

Teachers, principals and educational assistants will require in-service as models and expectations change.

AREA COMMITTEE

Area Supervisors (Chair)
Area Special Education Consultant
Area Curriculum Consultant
Area Services Representative
Elementary Principals (2) (JK-5 and Middle School)
Secondary School Principal
Educational Assistant Representative (OPEIU)

SYSTEM

REVIEW/MONITORING

System Committee through the review process:

- reviews plans describing needs and deployment of Educational Assistants in system roles (i.e. not assigned to a special school - SALEP, Augmentative Communication, T.R., Speech and Language)
- monitors equity of distribution of Educational Assistants
- monitors utilization of Educational Assistants and delivery model
- identifies future needs and trends

REPORTING

Prepares an annual report to the Board regarding the deployment of Educational Assistants, changing needs and trends.

IN-SERVICE

In-service will be provided to support area and school needs.

SYSTEM COMMITTEE

Assistant Supt. of Program (Chair)
Area Supervisors (4)
Elementary Principals (2)
Secondary School Principal
Educational Assistant Representative (OPEIU)
Human Resources Representative
Program Department Representative
Research Department Representative

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario
1992 11 10

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

(a) That the following trip requests be approved:

(i) Adelaide Hoodless, Grades 7-8, St. Donat, Quebec, 1993 03 07-10 (Sunday to Wednesday)

(ii) Bennetto, Grades 6-8, Outdoor Education, Camp Wanakita, 1993 02 24-26 (Wednesday to Friday)

(iii) C. B. Stirling, Grade 8, Ottawa, 1993 06 09-11 (Wednesday to Friday)

(iv) Chedoke, Grade 8, Quebec City, Quebec, 1993 05 26-29 (Wednesday to Saturday)

(v) Dalewood, Grade 7, Outdoor Education, Camp Wanakita, 1993 01 10-13 (Sunday to Wednesday)

(vi) Dalewood, Grade 8, Quebec City, Quebec, 1993 04 14-17 (Wednesday to Saturday)

(vii) Lawfield, Grades 7-8, Ottawa, 1993 05 05-07 (Wednesday to Friday)

(viii) Norwood Park, Grades 7-8, Quebec City, Quebec, 1993 05 18-21 (Tuesday to Friday)

(ix) Tweedsmuir, Grades 6-8, Moonstone/Mount St. Louis, 1993 02 10-11 (Wednesday to Thursday)

(x) Westview, Grade 6, Outdoor Education, Camp Wanakita, 1993 01 17-20 (Sunday to Wednesday)

(xi) Westview, Grade 8, Outdoor Education, Laurentian Lodge, Dorset, 1993 06 08-11 (Tuesday to Friday)

(xii) Glendale, Grades 9-OAC, School Band, Los Angeles, USA, 1993 03 10-17 (Wednesday to Wednesday)

(xiii) Sherwood, Grade 11-OAC, London-Paris, 1993 03 11-21 (Thursday to Sunday)

(xiv) Sherwood, Grades 12-OAC, Washington D.C., 1993 04 28-05 02 (Wednesday to Sunday)

(xv) Sherwood, Grade 10-OAC, Music Festival, Chicago, 1993 05 06-10 (Thursday to Monday)

(xvi) Sir Allan MacNab, Grades 9-10, St. Donat, Quebec, 1993 01 06-09 (Wednesday to Saturday)

(xvii) Westdale Junior Boys' Basketball Team, Barrie, 1992 11 28 (Saturday)

(xviii) Westdale, Grades 9-OAC, Basketball Tournament, King City, 1992 11 27-28 (Friday to Saturday)

(xix) Westdale, Grades 9-OAC, Basketball Tournament, Kingston, 1992 12 04-05 (Friday to Saturday)

(xx) Westdale, Grades 9-OAC, Basketball Tournament, Rochester, N.Y., 1992 12 18-19 (Friday to Saturday)

(xxi) Westdale, Grades 9-OAC, Basketball Tournament, London, 1992 12 28-29 (Monday to Tuesday)

(xxii) Westdale, Grades 9-OAC, Basketball Tournament,, Oshawa, 1993 01 08-09 (Friday to Saturday)

(xxiii) Westdale, Grades 9-OAC, Basketball Tournament, Orilla, 1993 02 05-06 (Friday to Saturday)

(xxiv) Westdale, Grades 9-OAC, St. Donat, Quebec, 1993 02 10-14 (Wednesday to Sunday)

(xxv) Westmount, Grades 10-OAC, Hockey Competition, London, 1993 01 07-09 (Thursday to Saturday)

(xxvi) Westmount, Grades 9-OAC, Horseshoe Ski Resort, 1993 01 13 (Wednesday)

(xxvii) Westmount, Grades 9-OAC, Mount S. Louis/Moonstone, 1993 03 03 (Wednesday

Respectfully submitted,

K. A. Rielly,
Director of Education
and Secretary

cv

STUDENTS CONCERNED ABOUT SEXUAL HEALTH (S.C.A.S.H.)

PROPOSAL FOR CONDOM PROMOTION AND CONDOM VENDING MACHINE INSTALLATION IN HAMILTON HIGH SCHOOLS

THE FACTS

According the Department of Public Health Services statistics, 31% of grade nine boys and 21 % of grade nine girls have had sexual intercourse. These statistics almost double in grade 11, where 49% of male and female students have had intercourse.

Unprotected sex is reflected in the STD statistics from the period of January to December of 1991. There were 611 reported cases of sexually transmitted diseases in Hamilton youth. More specifically, there were 473 chlamydia cases. Chlamydia is the most common cause of pelvic inflammatory disease which may result in infertility. There have been 137 cases of gonorrhea and 11 cases of syphilis. There have been 8 HIV/AIDS cases diagnosed in youths under the age of 20. 64 people between the ages of 20-29 have tested positive or developed AIDS, often from exposure to the virus during their teens. In addition to STDs, unprotected sex results in pregnancy. In 1989, 673 girls ranging from the ages of 15-19 became pregnant.

Abstinence from sexual intercourse offers the highest protection against STDs and pregnancy. This is most often the choice encoured by parents, school systems, and religious beliefs. Yet, as we have already mentioned, the reality is that many young people have made the choice for themselves, to engage in sexual activity. For these young people we must be encouraging condom use. Condom use is highly protective against STDs, AIDS, and pregnancy. Encouraging condom use teaches teens healthy sexual practices during their adolescent years, which will affect a lifetime of habits and behaviour.

Condoms are readily available for purchase in drug stores. Drug stores are foreign places to young people, who are generally healthy, and rarely have the need for pharmaceuticals. In a drug store there is little chance for privacy. The purchaser may be seen by friends, relatives, family friends and in the worst case their parents. In a drug store the purchaser's identity and the identity of their partner will be known. In a drug store condoms are paid for with the permission of an adult check out person. Thus public vending, or drug store vending is not an age appropriate solution for young people

SUPPORT FOR CONDOM VENDING MACHINES IN HIGH SCHOOLS

At least four Canadian school boards have approved and installed condom vending machines in the public high schools. Lisgard High School in Ottawa, The Qualicum School Board in B.C., the Paris Board of Education and the Toronto School Board have all placed condom vending machines in the male and female washrooms. It is also important to note that there have been no reports of vandalism since condom machines have been installed in these schools.

Through a recent petition of Hamilton residents, it was found that the majority of students, community members, and parents have all approved of condom vending machines in the high school washrooms. In addition to the petition, other school boards have recognized the need for condom dispensing machines in their schools, and have also raised the issue in the media and with their public representatives.

OUR PROPOSAL

We are here to represent our peers who are exposing themselves to sexually transmitted diseases, by having unprotected sex.

The majority of teenagers spend a significant portion of their time in schools. Therefore high school washrooms are an ideal location to place condom vending machines. High school washrooms are private. In the washrooms there is considerably less chance of embarrassment and public scrutiny. while protecting the privacy of both partners. Most importantly however, it increases independence and responsibility, while encouraging healthy sexual practices.

We propose that the Hamilton Board of Education recognize its responsibility, to protect its youth by encouraging condom use among high school students who are sexually active. Along with support and education is the need to follow through by making condoms accessable; students need a consistent message.

For the above reasons we propose that condom vending machines would be placed in both male and female washrooms in Hamilton Board of Education High Schools. We also propose that a student committee be formed, to organize the installation and concurrent education regarding condom usage. Thus there will be no added cost to the Board of Education and no extra requirements of the teaching staff.

AGENDA
OPERATIONS MANAGEMENT COMMITTEE
1992 12 08

Confirmation of the minutes of the 1992 11 10 meeting.

GENERAL

BUSINESS ARISING OUT OF THE MINUTES:

1. Levy Payment from the City of Hamilton

NEW BUSINESS:

1. Mandate of Standing Committees - requested by Trustee Hill
2. Re-constitution of Ad Hoc Committees - **Pages 1 and 2**
   - Transportation
   - AIDs Policy
   - Guidelines for School Trips
3. Capital Expenditure Multi-Year Forecast: 1992 - **Pages 3 to 6**
4. Capital Projects to be Debentured - **Pages 7 and 8**
5. Ministry Response re Transition Years
6. Section 27 Programs - Family Services of Hamilton-Wentworth Incorporated - Family Services Youth Centre - **Pages 9 and 10**
7. Report of the Special Education Advisory Committee - **Page 11**

ELEMENTARY/SECONDARY

BUSINESS ARISING OUT OF THE MINUTES:

1. Report from the Officials on Alternative Methods of Delivery of the Junior Kindergarten Program - **Pages 12 to 21**

NEW BUSINESS:

1. Recommendations of the Director of Education - **Pages 22 and 23**
2. Ventilation Renovations and School Closing - Hillsdale Elementary School - **Page 24**
3. Report of the Special Education Advisory Committee - **Page 11**

1992 12 08

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education

Ladies and Gentlemen:

For your information, listed below are the mandates of the Ad Hoc Committees which are named on the Operations Management Agenda:

TRANSPORTATION COMMITTEE:

Approved at the 1992 06 29 Operations Management Committee and 1992 06 30 Board:

That the Transportation Committee be reconstituted for 1993 to consist of five members appointed by the Chairman of the Board and that the mandate of the committee be to invite participation from City officials (Transportation and Environment Committee), parents (presenters and Home & School Association) and administrative representatives of other Boards, to study general and specific (temporary and permanent) concerns of safety and develop criteria to judge whether conditions are safe or unsafe."

Referred by November, 1992 Board:

Correspondence from the Lanark Leeds and Grenville County Roman Catholic Separate School Board relative to their request to Minister Silipo to consider two changes to present legislation in respect to school buses.

AIDS POLICY COMMITTEE:

That the Aids Policy Committee be reconstituted for 1993 to consist of five members appointed by the Chairman of the Board and that the mandate of the committee be to:

a) review current practices at least on an annual basis and assess the need for the revision of policies in line with current developments in the medical/legal communities while maintaining a close liaison with the medical officer of health in evaluating all new information with respect to AIDS/HIV.

b) prepare a comprehensive AIDS policy for our school system including:
- a policy statement
- a communication plan and
- an in-service plan

for presentation to the Operations Management Committee.

(Clause a] approved at March, 1988 Operations Management Committee and Board)

(Clause b] approved at October, 1990 Operations Management Committee and Board)

COMMITTEE TO STUDY GUIDELINES GOVERNING SCHOOL FIELD TRIPS

Approved at the October, 1992 Operations Management Committee and Board:

That the Committee to Study Guidelines Governing School Field Trips be reconstituted for 1993 to consist of five members appointed by the Chairman of the Board and that the mandate of the committee be to present guidelines governing school field trips in the 1993-1994 school year.

Respectfully submitted,

K. A. Rielly,
Director of Education
and Secretary

cv

Education Centre,
100 Main Street West,
Hamilton, Ontario.

1992 12 08

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education.

Ladies and Gentlemen:

Re: **CAPITAL EXPENDITURE MULTI-YEAR FORECAST: 1992**
Allocations for 1993 to 1997

The status of approved projects as submitted in our 1992 Capital Expenditure Forecast (C.E.F.) is as follows:

Growth Projects:

Name of Project:	Ministry Approval-Funding Period:
None	not applicable

Non-Growth Projects:

Name of Project:	Ministry Approval-Funding Period:		
	1993	1995	Total
Technical Upgrades (93/94)	$	$400,000	$400,000
Dust Collection (93)		366,000	366,000
Jobs Ontario Capital: (previous announcement-OMC-September/92)			
Roof Replacement	950,000		950,000
Boiler Replacement	270,000		270,000
	$1,220,000	$766,000	$1,986,000

The 1992 C.E.F. submitted to the Ministry requested approval for Growth Projects of $20,000,000 and Non-Growth Projects of $28,045,000 for a Total of $48,045,000. (attached 92 C.E.F.-Revised)

R E C O M M E N D A T I O N:

THAT the approved projects from our 1992 Capital Expenditure be received for information.

Prepared by: Greg Rutledge, Controller
Submitted by: Paul E. Shewfelt, Superintendent of Finance and Treasurer
Approved by: K. A. Rielly, Director of Education and Secretary

Ontario Ministry of Education

REVISED

Proposed Projects - For Growth

NOTE: Record all projects for which applications for Building Proposal Approval are to be submitted after January 1, 1992.

Board	Section	Board Number
THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON	GENERAL	6-4-319

Board Priority Number	Name of Project/School Location Mident Number	Year(s) School Constructed	Ministry Rated Pupil Capacity: Existing School *	Ministry Rated Pupil Capacity: This Project	Number of Existing Portables/ Portapaks	Project class code (see instructions)	Type of Project Elem (E) Sec (S)	Estimated Cost ($000) 1993	1994	1995	1996	1997	Estimated Local Share ($000)	Method of Financing
1	NEW JK-5 SCHOOL	-	-	398	-	A1	E	6,000					3,000	DEBENTURES
2	NEW MIDDLE SCHOOL	-	-	479	-	A1	E		8,000				4,000	DEBENTURES
3	NEW JK-5 SCHOOL	-	-	398	-	A1	E		6,000				3,000	DEBENTURES
							TOTAL $	6,000	14,000				10,000	

07 - APRIL - 92
Date

* Including Relocatable Classroom Modules (RCM's), excluding Portables and Portapaks

Use Sub-Totals and Carry Forward if more than one page is required.

21-0116A (Revised 10/91) CEF-1A-1992

Ministry of Education Ontario

Proposed Projects - For Non-Growth

NOTE: Record all projects for which applications for Building Proposal Approval are to be submitted after January 1, 1992

Board	Section	Board Number
THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON	GENERAL	6-4-319

Board Priority Number	Name of Project/School Location Mident Number	Year School Constructed	Ministry Rated Pupil Capacity: Existing School *	Ministry Rated Pupil Capacity: This Project	Number of Existing Portables/ Portapacks	Project class code	Type of Project Elem(E) Sec(S)	Estimated Cost ($000) 1993	1994	1995	1996	1997	Estimated Local Share ($000)	Method of Financing
1	TECHNICAL UPGRADES	-	-	-	-	B1	S	200	200				135	CURRENT LEVY
2	DUST COLLECTION	-	-	-	-	D3	E/S	366	412	80			285	"
3	ROOF REPLACEMENT	-	-	-	-	G1	E/S	950	1,000	1,000	1,000	1,000	1,650	"
4	BOILER REPLACEMENT	-	-	-	-	G2	E/S	270	260	270	270	270	445	"
5	LIBRARIES - SECURITY & AUTOMATION UPGRADES	-	-	-	-	B1	S	76	57				45	"
6	ASBESTOS REPAIR/ REMOVAL-additional	-	-	-	-	D4	E/S			392	810	760	655	"
7	CENTRAL - 091723 - RENOVATIONS	1851	118	280	35	D2	E			600			200	DEBEN-TURES
8	FAMILY STUDIES - KITCHEN UPGRADES	-	-	-	-	B1	E/S	140	140	130	137	155	235	CURRENT LEVY
	continued...													
				SUB-		TOTAL $		2,002	2,069	2,472	2,217	2,185	3,650	

10-Mar-92

Date

*Including Relocatable Classroom Modules (RCM's)

Use Sub-Totals and Carry Forward if more than one page is required

21-01168 (Revised 10/91) CEF-18-1992

Ministry of Education Ontario

Proposed Projects - For Non-Growth

NOTE: Record all projects for which applications for Building Proposal Approval are to be submitted after January 1, 1992

Board: THE BOARD OF EDUCATION FOR THE CITY OF HAMILTON

Section: GENERAL

Board Number: 6-4-319

Board Priority Number	Name of Project/School Location Mident Number	Year School Constructed	Ministry Rated Pupil Capacity: Existing School *	Ministry Rated Pupil Capacity: This Project	Number of Existing Portables/ Portapacks	Project class code	Type of Project Elem(E) Sect(S)	Estimated Cost ($000) 1993	1994	1995	1996	1997	Estimated Local Share ($000)	Method of Financing
9	SCIENCE LAB RENOVATIONS	-	-	-	-	B 1	E/S	650	650	650	750	650	1,115	CURRENT LEVY
10	QUEEN MARY - 464430 REPLACEMENT SCHOOL	1914	925	-	-	C 1	E	4,650	4,650				3,100	DEBEN-TURES
11	MAJOR RENOVATION PROGRAM	-	-	-	-	D 1	E/S	1,700			1,400		1,035	DEBEN-TURES
12	ADELAIDE HOODLESS - 002674 - MODIFICATION	1912	808	-	-	D 2	E	500					165	M.E.C.R.
13	MASONRY REPAIRS & RESTORATION	-	-	-	-	G 1	E/S	100	200	250	200	100	285	CURRENT LEVY
						TOTAL $		9,602	7,569	3,372	4,567	2,935	9,350	

10-Mar-92

Date

*Including Relocatable Classroom Modules (RCM's)

Use Sub-Totals and Carry Forward if more than one page is required

21-0116B (Revised 10/91) CEF-18-1992

Education Centre,
100 Main Street West
Hamilton, Ontario.

1992 12 08

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education

Ladies and Gentlemen:

Re: **Capital Projects To Be Debentured**

At the November 1992 meeting, the Board approved the appointment of architects for five capital projects. Appendix A summarizes the estimated costs for these projects and the proposed method of financing as outlined in the Accommodation Report (1992).

All five projects are recommended to be financed by debentures.

RECOMMENDATION:

> **THAT PURSUANT** to the provisions of Part VIII, Section 208, sub-section 1, of Education Act (1990), the Superintendent of Finance and Treasurer be authorized to make application to the Ontario Municipal Board for approval to issue debentures for the estimated net cost of these projects on Appendix A for a period not to exceed twenty (20) years.
>
> **THAT THE** Superintendent of Finance and Treasurer be authorized to make application to the Regional Municipality of Hamilton-Wentworth to issue debentures for the estimated net cost of these projects on Appendix A for a period not to exceed twenty (20) years.

Prepared by: Irene Polidori, Manager, Financial Services

Submitted by: Paul E. Shewfelt, Superintendent of Finance and Treasurer

Approved by: Keith A. Rielly, Director of Education and Secretary

Appendix A

New Schools and Renovations

Project	Architect *	Estimated Costs **	Method of Financing
JK- 5 Elementary School - Block 89	Trevor P. Garwood Jones, Architects	$6,000,000	Debentures
Middle School - Block 87	Rankin Architect Inc.	$8,000,000	Debentures
JK- 5 Elementary School - Block 90	Svedas Koyanagi Architects	$6,000,000	Debentures
Middle School on James MacDonald Site	Moeller & Hassell Architect & Engineer	$6,000,000	Debentures
Queen Mary Elementary School Replacement	Anthony Butler Architect Inc.	$11,500,000	Debentures
Total		$37,500,000	

* Source: November 1992 OMC Report: Appointment of Architects - Capital Projects

** Source: 1992 Accommodation Report

Ontario

Minister
Ministre

Ministry
of
Education

Ministère
de
l'Éducation

~~(416) 965-5277~~
(416) 325-2600

Mowat Block
Queen's Park
Toronto, Ontario
M7A 1L2

Édifice Mowat
Queen's Park
Toronto (Ontario)
M7A 1L2

December 8, 1992

Mr. Keith A. Rielly
Director of Education and Secretary
The Board of Education for
the City of Hamilton
100 Main Street West
PO Box 2558
Hamilton, Ontario
L8N 3L1

Dear Mr. Rielly,

Thank you for your letter of October 16, 1992, about the decision of the Board of Education for the City of Hamilton to delay destreaming.

I appreciate the board's intention to continue to plan for destreaming and note your desire to wait for the completion, evaluation, and modification of the pilot projects prior to proceeding with full implementation.

Pilot projects were conducted during the 1990-91 and 1991-92 school years. The Transition Years Pilot Projects 1990-91 Year One Reports document is available and is enclosed. The reports and recommendations which each school submitted for Year 2 are currently being summarized. The recommendations made by pilots in the Central Ontario Region are attached for your information and information on all provincial projects will be available in January 1993. In addition, the draft report of the research commissioned by the ministry, which Andy Hargreaves and others have carried out, has now been received. The final report is due early in January 1993. A copy of the researchers' findings is scheduled for release later in the new year.

....2

My visit to Delta Secondary School last February provided me with an unexpected opportunity to talk with teachers and administrators about the special features of their particular pilot project. The conversation confirmed for me that teachers and principals who are willing to be involved in making changes do so for the benefit of their students and students have indeed profited from the pilot project at Delta Secondary School.

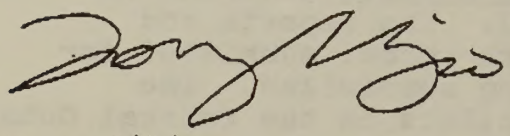
I am also aware of, and impressed with, several other initiatives which your board has undertaken, including:

- the review of Middle School Programs in 1989
- the integration of students from vocational schools into composite secondary schools in 1990
- the establishment of a Transition Years steering committee in 1990, and
- the holding of in-service sessions for administrators and teachers over the last several years.

All of these would appear to place your board in an excellent position to implement destreaming in September 1993 and to implement the common curriculum over a three-year period.

As you know, funds are available to assist with teacher training for the Transition Years. I will be pleased to release these to the Board of Education for the City of Hamilton once the board indicates that it is proceeding with plans to implement destreaming in September 1993.

Sincerely,



Tony Silipo
Minister

Enclosure

Education Centre
100 Main Street West
Hamilton, Ontario
1992 12 08

To the Chairman and Members of the
Operations Management Committee
Hamilton Board of Education

Ladies and Gentleman:

Re: Section 27 Programs
Family Services of Hamilton-Wentworth Incorporated -
Family Services Youth Centre

Proposal:

It is proposed that the Board of Education for the City of Hamilton and Family Services of Hamilton-Wentworth Incorporated enter into an agreement to provide a half-time teacher as an extension to the educational program at the Family Services Youth Centre.

Rationale:

The Family Services of Hamilton-Wentworth Incorporated currently operates a Phase I Secure Custody Facility at the Family Services Youth Centre. The Family Services Youth Centre is a two component facility that encompasses a receiving and assessment program arranged through the local Children's Aid Societies and a secure detention/custody program for Young Offenders between the ages of 12 and 16 years. Both programs are licensed by the Ministry of Community & Social Services. The Hamilton Board presently has an agreement with the Family Services of Hamilton-Wentworth providing and educational program in their facility on Upper James Street.

The Family Services Youth Centre is an approved facility as outlined in Section 27 of the General Legislative Grants. Therefore, with Board and Ministry approvals, the Ministry of Education would pay, on an annual basis, the salary of the half time teacher as well as instructional supplies.

The Family Services Youth Centre has continually operated well above the maximum capacity of their facility, presently ten residents. The educational services being offered at this time are sufficient for this number of students., however due to the increase of their residents, a second teacher is requested.

Financial Implications:

The estimated expenditures for a half time secondary teacher at Family Services Youth Centre are:

Salary and Benefits	$ 29, 750
Instructional Supplies, Administrative, Consultative and Supervisory Services	1 250
Furniture and Equipment Allowance	3 300
Total	$ 34 300

The **total** financial expenditures, as noted above, would be provided by the Ministry of Education.

It is Recommended that:

Subject to approval by the Board of Education for the City of Hamilton and approved funding by the Ministry of Education, effective January 4, 1993, the education program be extended at the Family Services Youth Centre by one half-time teacher, at no cost to the Board.

Prepared by: Wendy Hutton
Special Education Liaison Consultant
Educational Programs in Care,
Treatment and Correctional Facilities

Submitted by: Elizabeth G. Bond
Superintendent of Program

Approved by: Keith Rielly
Director of Education and Secretary

REPORT OF THE SPECIAL EDUCATION ADVISORY COMMITTEE

Present: F. Oommen (Chairman); Trustee Bishop; Mesdames Howard, Kappheim, Kerr Jaskiewicz, Trott and Yanch, Mr. Adamson and Dr. Marshall.

Also Present: Trustee Mulholland
A. Mutart (Hamilton Teachers' Federation)
J. Sims (Hamilton Secondary School Principals' Council)
E. Thayer (Consultant - Gifted)
Dr. J. Tomlinson (Psychological Consultant - Area 4)

Officials Present: E. Bond (Superintendent of Program)
R. Adams (Co-ordinator of Special Education)

GENERAL

1. That the Children's Aid Society be invited to become an Additional Member on the Special Education Advisory Committee.

ELEMENTARY/SECONDARY

1. That the Special Education Advisory Committee support the Report on the Review, Reporting, Allocation and Monitoring of Educational Assistants.

Respectfully submitted,

F. OOMMEN,
Chairman

V.O.N. Centre
1992 11 18

Education Centre
100, Main Street West
Hamilton, Ontario
December 8, 1992

To the Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies and Gentlemen:

re: Alternative Methods of Delivery of the Junior Kindergarten Program

Attached is the report on alternative methods of delivery of the Junior Kindergarten program. The report includes an introduction, background information and costing for four alternatives.

Recommendation:

That the report on Alternative Methods of Delivery of the Junior Kindergarten Program be received for information.

Prepared by: Shelagh Simpson
Early Years Coordinator

Submitted by: Elizabeth Bond
Superintendent of Program

Approved by: Keith Rielly
Director of Education and Secretary

December 8, 1992

REPORT OF ALTERNATIVE METHODS OF DELIVERY OF THE JUNIOR KINDERGARTEN PROGRAM

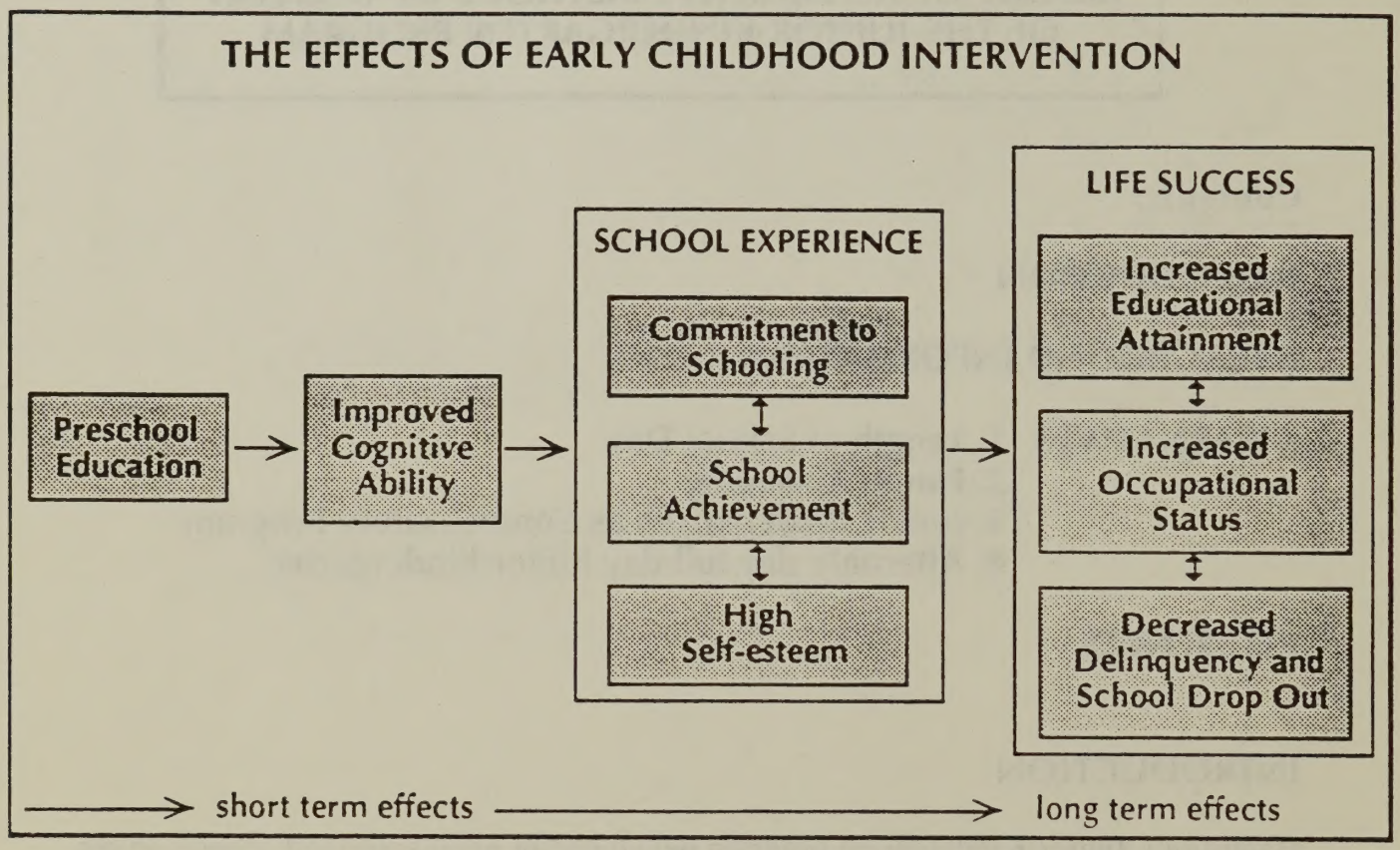
Contents:

INTRODUCTION

Hamilton's Junior Kindergarten program developed in neighbourhood schools in the sixties in response to the need for easily accessible early childhood intervention and because of a lack of services for pre-school children, especially in our inner city areas. Since 1965 the program has gradually expanded to include all elementary schools. Currently there are 2,426 children enrolled in Junior Kindergarten classes. The benefits of Junior Kindergarten and other early education programs have been well documented.

"***According to some carefully conducted research studies, preschool child development programs can help prevent scholastic failure. They help poor children get off to a better start in school by improving their intellectual performance as school begins. They reduce children's need to be placed in special education programs or to repeat grade levels because they are unable to do the work expected of them. Over the longer term, there is evidence that these programs help reduce some of society's most pressing problems -- school failure, juvenile delinquency, teenage pregnancy, unemployment, and need for welfare assistance. Well-documented cost-benefit analysis indicates that preschool programs can pay for themselves."*** *(Weikart)*

The Perry Preschool Study is a specially designed and controlled longitudinal research project that studied the effectiveness of high quality early childhood programs. The project followed 123 children from disadvantaged backgrounds from preschool through to age 19. The following chart summarizes the findings of this study.



(Schweinhart and Weikart, 1980)

The Early Primary Education Project describes the rationale for Junior Kindergarten.

"There is some research to suggest that the fourth year is, or could be a period when most children begin to be influenced by the outside environment (Katz, 1984). It is reasonable to assume therefore, that the child's fourth year is a period of rapid acquisition of interpersonal competencies and language skills. Most children at this age have an inquisitive mind and are able to explore larger environments and new relationships.

In Ontario, Junior Kindergarten programs were originally established to provide compensatory education for disadvantaged populations (i.e., children of low-income, immigrant, inner-city and multi-problem families). Recent follow-up studies of the original Head Start programs and similar programs provide clear evidence that early education has a positive impact on disadvantaged children in both the short and the long term. (Weikart, 1984)

Children "at risk" are now found in all classes, cultures and geographical areas. They require a wide range of programs and services, and parents generally prefer that these be offered in their neighbourhood school. Moreover, school boards are increasingly recognizing the benefit that all children, not just the disadvantaged, can derive from Junior Kindergarten programs." *(M.O.E. Toronto 1985).*

The Ministry of Education Memorandum of April 2, 1992 states:

"On January 21, 1992, the Minister of Education reiterated that all school boards would be required to offer Junior Kindergarten programs by September 1994. He stressed the importance of this deadline, but noted that he would be willing to consider serious, innovative alternatives to the traditional Junior Kindergarten program."

Some School Boards in Ontario, such as Grey County, have proposed different models for Junior Kindergarten, involving community partnerships. The Grey County proposal was designed to meet the needs of that rural area and incorporates Junior Kindergarten into existing community nursery school programs.

Within the Hamilton Board a strong partnership is being developed among the Umbrella Family and Child Care Centres of Hamilton and Kindergarten programs. Over the past three years Child Care and Kindergarten teachers have taken part in the following:

- joint inservice programs to discuss common philosophies, curriculum issues andprogram goals and strategies
- regular "brown bag" lunch meetings to plan schedules and routines for shared playground and equipment and discuss program plans for holidays and special events
- Early Identification and DART procedures to share information and strategies to meet the needs of individual children attending both programs.

It is anticipated that the Hamilton partnership will continue to grow and evolve under the leadership of the Early Years' Coordinator and the Child Care Program Leader. Currently this partnership is based on the Hamilton model of a traditional half-day Junior Kindergarten program. For any major changes to the Hamilton Junior Kindergarten model involving the sharing of costs across Ministries, it would be important to collaborate with M.C.S.S., community agencies, teachers and parents. Issues of locations, staffing, funding, parental involvement and program design will need to be discussed in planning for partnership models.

In December 1991 a brief report was presented to the Board outlining costs of the Junior Kindergarten program and proposed areas for reducing the costs. At that time the Trustees supported a reduction of costs for the Junior Kindergarten program rather than eliminating it, and asked the officials to investigate alternative methods of delivering the program. The following sections of this report describe the cost reductions that were implemented for the 1992-93 school year and outline proposals for some different and more cost effective methods of delivery of the Junior Kindergarten program for the future. Suggestions for these proposals were gathered from Board staff and Kindergarten teachers and from a brief examination of other delivery models in the Province. Presently in the Province there are 146 boards that have Junior Kindergarten and 23 boards that do not.

BACKGROUND INFORMATION

During the 1992 Budget discussions, reductions in Junior Kindergarten program costs were made in the following areas:

Program Area	Financial Implications
Milk/Nourishment There is no more central ordering or delivery of milk.	
Nourishment allowance was reduced by 40% to $76,500.	no change
Educational Assistants The total number of Educational Assistants was reduced by 6 F.T.E. positions in September 1992 for an annual cost of $1,620,000.	Savings for Sept.-Dec. 92 – 65,000. Savings for Jan.-Dec. 93 – 162,000.
Outdoor Equipment The outdoor equipment budget was eliminated for 1992 and 1993.	

Present Junior Kindergarten Program Financial Information

January-December 1992

Grant Revenues			3,700,000.
Expenditures	Salaries + benefits 66 F.T.E. teachers	3,960,000.	
	Salaries + benefits 60 F.T.E. educational assistants	1,620,000.	
	Supplies + nourishment	219,500.	
	Transportation	140,000.	
	Total Expenditures		5,939,500.
Direct cost to the Board			**2,239,500.**

1. LENGTH OF THE SCHOOL DAY

The current Junior Kindergarten program is 2 hours 15 minutes in length for the first two terms of the school year. Ministry grant monies for Junior Kindergarten students are reduced accordingly. The Senior Kindergarten program is 2 hours 30 minutes in length. It is proposed that the length of the Junior Kindergarten program be 2 hours and 30 minutes a day for the entire school year.

Program Implications	Financial Implications
1. 2 1/2 hours is an appropriate program length for four year old children. Most Junior Kindergarten and preschool programs are 2 1/2 hours or more in length.	1. Based on the September enrolment of 2,426 pupils, the increased length of the day will increase grant revenues by 400,000. per year.
2. Standardizing Junior Kindergarten and Senior Kindergarten hours will make it easier for families collecting their children from school and for schools in streamlining transportation.	2. Release time will need to be arranged in accordance with the Collective Agreement. It is estimated that release time may cost up to a maximum of 370,000. per annum.
3. Currently release time is provided for Junior Kindergarten teachers through this early dismissal.	
4. The Hamilton Kindergarten Teachers' Association supports the extended day for Junior Kindergarten.	

Projected Program Costs

September-December Costs

Grant Revenues			1,640,000.
Expenditures	Salaries + benefits 66 F.T.E. teachers	1,584,000.	
	Salaries + benefits 60 F.T. educational assistants	648,000.	
	Supplies	87,800.	
	Transportation	56,000.	
	Estimated release time	148,000.	
	Total Expenditures		2,523,800.
Direct cost to the Board			**883,800.**

Annualized Costs

Grant Revenues			4,100,000.
Expenditures	Salaries + benefits 66 F.T.E. teachers	3,960,000.	
	Salaries + benefits 60 F.T.E. educational assistants	1,620,000.	
	Supplies	219,500.	
	Transportation	140,000.	
	Estimated release time	370,000.	
	Total Expenditures		6,309,500.
Direct cost to the Board			**2,209,500.**

N.B. 1. All figures in the report are based on 1992 revenues and costs.
2. The costs given for educational assistants represent the maximum cost, based on the new process for allocation and utilization.

2. JUNIOR KINDERGARTEN/SENIOR KINDERGARTEN FAMILY GROUPING ORGANIZATION

Program Implications	Financial Implications
1. Mixed age groupings for Kindergarten children are developmentally appropriate, allowing for flexible programming and continuity. This model is common in many boards. 2. Six mixed Junior Kindergarten/Senior Kindergarten classes have been operating successfully at Hess Street School for the past three years. The staff at Hess Street can be a resource for other teachers.	1. Based on enrolment figures for September 1992, a flexible organization allowing for J.K. classes, S.K. classes and/or J.K./S.K. classes could result in the reduction of at least 6 classes (3 F.T.E. teacher positions) For example: **Present Organization**: Class 1 J.K. – 15; Class 2 J.K. – 16; Class 3 S.K. – 15; Class 4 S.K. – 15; total – 61 children **Flexible Organization**: Class 1 J.K. – 21; Class 2 J.K./S.K – 17; Class 3 S.K. – 23; total – 61 children Cost saving based on 3 F.T.E. teaching positions: Salary + benefits = 180,000. for full year (72,000 for '93)

Projected Program Costs

September-December Costs

Grant Revenues			1,640,000.
Expenditures	Salaries + benefits 63 F.T.E. teachers	1,512,000.	
	Salaries + benefits 60 F.T.E. educational assistants	648,000.	
	Supplies	87,800.	
	Transportation	56,000.	
	Estimated release time	148,000.	
	Total Expenditures		2,451,800
Direct cost to the Board			**811,800.**

Annualized Costs

Grant Revenues			4,100,000.
Expenditures	Salaries + benefits 63 F.T.E. teachers	3,780,000.	
	Salaries + benefits 60 F.T.E. educational assistants	1,620,000.	
	Supplies	219,500.	
	Transportation	140,000.	
	Estimated release time	370,000.	
	Total Expenditures		6,129,500.
Direct cost to the Board			**2,029,500.**

3. JUNIOR KINDERGARTEN AS A COMPENSATORY PROGRAM ONLY

Program Implications	Financial Implications
1. Junior Kindergarten started in Hamilton (in 1965) in Compensatory Schools only. The research supports that disadvantaged children gain the most substantial benefits from Junior Kindergarten. **However, the demographics of Hamilton, as outlined in the Compensatory Education Action Team Report, now show that pockets of poverty exist throughout the city.** Therefore this plan would not serve all 4 year old Hamilton children in need of early childhood intervention.	Of the 66 F.T.E. staff teaching Junior Kindergarten, 17 are in schools currently defined as compensatory. 1. Cost savings 49 F.T.E. Teachers (salary + benefits) = 3,000,000 43 F.T.E. assistants = 1,161,000 Supplies = 166,900 Transportation = 140,000 total savings 4,467,900
2. Families in Hamilton have had universal access to Junior Kindergarten programs for 12 years. This approach limits the delivery of the program to a select group of children and does not provide equity of access to all 4 year old children.	2. Lost revenues from Grant money for Junior Kindergarten year = 2.7 million It is important to note that there may be lost revenues for subsequent years if Junior Kindergarten children move to another system.

Projected Program Costs

September-December Costs			
Grant Revenues			402,000.
Expenditures	Salaries + benefits 17 F.T.E. teachers	408,000.	
	Salaries + benefits 17 F.T.E. educational assistants	183,600.	
	Supplies	21,000.	
	Total Expenditures		612,600.
Direct cost to the Board			**210,600.**
Annualized Costs			
Grant Revenues			1,004,200.
Expenditures	Salaries + benefits 17 F.T.E. teachers	1,020,000.	
	Salaries + benefits 17 F.T.E. educational assistants	459,000.	
	Supplies	52,600.	
	Total Expenditures		1,531,600.
Direct cost to the Board			**527,400.**

4. JUNIOR KINDERGARTEN AS A FULL DAY, ALTERNATE DAY PROGRAM

Program Implications	Financial Implications
1. This organization, along with a similar organization for Senior Kindergarten, is used in rural boards to reduce transportation costs.	1. Eliminating noon hour taxis may reduce transportation costs.
2. Careful planning and inservice would be needed to ensure that the full day program meets the needs of our Junior Kindergarten children.	2. Extra lunchroom supervisors may be needed for noon hour supervision.
3. An alternate day organization would have a major impact on our Child Care programs and on children using community day care facilities.	3. It is important to note that there may be lost revenues if Junior Kindergarten children move to another system.

Projected Program Costs

September-December Costs			
Grant Revenues			1,640,000.
Expenditures	Salaries + benefits 66 F.T.E. teachers	1,584,000.	
	Salaries + benefits 60 F.T.E. educational assistants	648,000.	
	Supplies	87,800.	
	Transportation	56,000.	
	Release time	148,000.	
	Lunchroom supervision	116,800.	
	Total Expenditures		2,640,600.
Direct cost to the Board			**1,000,600.**
Annualized Costs			
Grant Revenues			4,100,000.
Expenditures	Salaries + benefits 66 F.T.E. teachers	3,960,000.	
	Salaries + benefits 60 F.T.E. educational assistants	1,620,000.	
	Supplies	219,500.	
	Transportation	140,000.	
	Release time	370,000.	
	Lunchroom supervision	292,000.	
	Total Expenditures		6,601,500.
Direct cost to the Board			**2,501,500.**

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F.W.T.A.O., Play-Active Learning in the Early School Years. Toronto, 1986

Wright, M.J., A Canadian Approach Compensatory Education in the Preschool. Ypsilanti, 1983

Hamilton Board of Education,
100 Main Street West,
Hamilton, Ontario
1992 12 08

To the Chairman and Members,
Operations Management Committee,
Hamilton Board of Education

Ladies and Gentlemen:

ELEMENTARY/SECONDARY

I have the honour to present the following recommendations for your approval:

(a) That the following trip requests be approved:

(i) Adelaide Hoodless, Grades 6-8, Outdoor Education, Camp Wanakita, Haliburton, 1993 06 16-19 (Wednesday to Saturday)

(ii) Bennetto, Grade 7, Midland, 1993 06 11 (Friday)

(iii) Bennetto, Grade 8, Ottawa, 1993 06 26-28 (Saturday to Monday)

(iv) Elizabeth Bagshaw, Grades 6-8, Mount St. Louis, 1993 02 05 (Friday)

(v) Elizabeth Bagshaw, Grades 6-8, Olympia Sports Camp, Huntsville, 1993 06 16-18 (Wednesday to Friday)

(vi) Elizabeth Bagshaw, Grades 6-8, Ottawa, 1993 06 16-18 (Wednesday to Friday)

(vii) Lake Avenue, Grades 6-8, Outdoor Education, Camp Wanakita, Haliburton, 1993 01 20-22 (Wednesday to Friday)

(viii) Memorial, Grade 8, Talisman 1993 01 19-20 (Tuesday to Wednesday)

(ix) Queen Mary, Grades 6-8, Horseshoe Valley, 1993 01 07 (Thursday)

(x) Ryerson, Grades 6-7, Outdoor Education, Camp Wanakita, Haliburton, 1993 01 24-27 (Sunday to Wednesday)

(xi) Ryerson, Grade 8, Ottawa, 1993 05 10-12 (Monday to Wednesday)

(xii) Westview, Grade 8, Quebec City, Quebec, 1993 06 08-11 (Tuesday to Friday)

(xiii) Barton, Grades 9-OAC, Cross Country Ski Meet, Hardwood Hills, Barrie, 1993 01 06 or 1993 01 07 (Wednesday or Thursday)

(xiv) Barton, Grades 9-OAC, Cross Country Ski Meet, Midland, 1993 01 13 (Wednesday)

(xv) Barton, Grades 9-OAC, Cross Country Ski Meet, 1993 02 09 (Tuesday)

(xvi) Glendale, Grades 11-OAC, Basketball Tournament, Guelph, 1992 12 18-19 (Friday to Saturday)

(xvii) Glendale, Grades 11-OAC, Basketball Tournament, Cornwall, 1993 01 08-10 (Friday to Sunday)

(xviii) Glendale, Grades 11-OAC, Basketball Tournament, Oshawa, 1993 01 29-30 (Friday to Saturday)

(xix) Sir Winston Churchill, Grades 9-12, Kissing Bridge, N.Y., 1993 01 27 (Wednesday)

Respectfully submitted,

K. A. Rielly,
Director of Education
and Secretary

cv

1992 12 08

The the Chairman and Members
Operations Management Committee
Hamilton Board of Education

Ladies & Gentlemen:

RE: **VENTILATION RENOVATIONS AND SCHOOL CLOSING HILLSDALE ELEMENTARY SCHOOL**

The renovations proposed for Hillsdale School will take place over 2 - 3 summers and because of the complexity, require extensive preparation of classrooms and early entry by the contractors. All teaching materials will need to be packed and stored safely and all furniture will need to be moved to allow for the tearing down of current ductwork. For this reason the following schedule is proposed:

Last Day of School for Students:	**Friday, June 25, 1993 (instead of Tuesday, June 29, 1993)**
Last Day of School for Teachers:	**Wednesday, June 30, 1993**

Loss of school time for students is two days and the gain for beginning the construction work is substantial.

RECOMMENDATION:

THAT HILLSDALE ELEMENTARY SCHOOL END ITS 1992-93 INSTRUCTIONAL DAYS ON FRIDAY, JUNE 25, 1993 INSTEAD OF TUESDAY, JUNE 29, 1993 TO PERMIT SUMMER CONSTRUCTION WORK TO COMMENCE.

Prepared and Submitted: R. W. Binns, Superintendent of Schools

Approved by: A. L. Stockwell, Associate Director

/md

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